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ABSTRACT

Three-year project description and third-party evaluation are included for a northern Mississippi Experience Based Career Education (EBCE) project program which sought to improve existing work experience programs through learning site anlaysis, individualized student learning packages with behaviorally stated objectives, and employer recruitment strategies. Development of prevocational skills (e.g., job search techniques) and guided job exploration are listed as primary goals of the project which employed three full-time learning coordinators, who, in addition to an on-site analyst and director, worked with six secondary and two postsecondary schools to provide services to a five-county area (over 600 participants directly and over 1,700 auxiliary students). Year-by-year summaries are included of objectives, activities, and accomplishments in program, publicity, staff development, dissemination, and evaluation. The third-party evaluator's report covers demographic background, general project description, and evaluation results for the last year (1978-79). It notes generally positive attitudes toward participation in the program, the fact that services were successfully offered on an open-entry, open-exit, part-time or full-time basis, and the expansion of the program to include high school dropouts and graduates and secondary and postsecondary students. Packaging of the widely-used orientation activities is recommended. The validity of using achievement tests (Career Maturity Inventory) to describe success or failure is questioned. (JT)

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FINAL REPORT

September 14, 1976-September 13, 1979

Project No. 502 AH60059
Grant No. G04-76-03003

Experience Based Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Vocational-Technical Education Center
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September 1979

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Experience Based
Career Education

Itawamba Junior College
Vocational-Technical Education Center

September 14, 1976 - September 13, 1979

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BODY OF THE REPORT

Problem

The Mississippi State Legislature passed Senate Bill #2629 establishing a State Department of Career Education. Governor Finch signed this bill into law on April 29, 1976. Itawamba Community Junior College fully acknowledge the need for this department on the state level and felt that career education programs should be implemented not only on the secondary level but also on the post-secondary level.

Three annual surveys were conducted at Itawamba Community Junior College to determine needs in the five-county Junior College District.

The Vocational Interest Survey involved 1775 graduating seniors in eighteen (18) high schools located in the Junior College District. Results of this survey indicated forty-six percent (46%) of the seniors were undecided in regard to post-secondary plans. The survey also revealed that fifty-five percent (55%) of the seniors had received vocational training at the secondary level. A total of 78.2% of the seniors indicated that vocational training was available at the secondary level, and forty-five percent (45%) indicated an interest in post-secondary Vocational and Technical Education.

The Employment Needs Survey identified existing and projected needs for business, industry, service and health occupations in the five-county Junior College District. The firms surveyed employed over seven-thousand and one-hundred (7100) people. Thirty-seven percent (37%) of the employers indicated a need for better educated workers; forty-one percent (41%) indicated a need for higher skill level individuals and thirty-nine percent (39%) indicated a need for persons with greater technical abilities. Employment needs for industry showed the largest increase in five year projections. As a group, health occupations showed the second greatest employment needs.

The Job Opportunities Survey involved two-hundred and twenty (220) businesses and industries throughout the five-county Junior College District. The questionnaire identified employer interests and training needs. The survey revealed 50 employers with 125 student vacancies. Survey results indicated the need for employees in the following areas: clerical, computer technology, medical laboratory, machinist, maintenance, metal work, nursing, supervisory training, forestry, marketing, communications, and others. The survey also contained a breakdown by city and county of where the above mentioned jobs were most prevalent.

Goals and Objectives

The Experience Based Career Education Program expanded the existing Cooperative Education Program. It was designed to improve existing work experience programs through learning site analysis, individualized student learning packages with behaviorally stated objectives, and employer recruitment strategies. Experience Based Career Education was designed to be an experientially oriented program that would permit exposure to a minimum of three diverse work environments.

In terms of general objectives, the program will:

- Provide a developmental studies program for educationally disadvantaged students,
- Provide opportunities for career investigation,
- Provide an individualized curriculum,
- Provide the student with an opportunity to develop reading comprehension skills,
- Provide the student with the opportunity to develop mathematical skills,
- Provide an opportunity for observation of and experience in a in a non-traditional setting.

The student assessment objectives for Fiscal 1978 are as follows:

Methods	Objectives
(A) Test pre and post all EBCE high school non-graduates group CMI, (B) Pre and post test CMI non-school non-graduates group, control shop.	I. There is no difference in the knowledge of career opportunities and the career decision-making process of (A) high school dropouts presently employed or otherwise as measured by the Career Maturity Inventory (CMI).
(A) CMI pre and post test high school graduates in EBCE and also in post-secondary programs, (B) Use 30 non-EBCE high school graduates enrolled in post-secondary from IJC general population.	II. There is no difference in the knowledge of career opportunities and the career decision making process of (A) high school graduates who have completed EBCE and presently enrolled in a post-secondary program and (B) those high school graduates who did not enroll in EBCE and are presently enrolled in a post-secondary program as measured by CMI.
(A) Pre and post test CTBS Part II all secondary (B) Pre and post test CTBS Part II 30 secondary level control non-EBCE individuals.	III. There is no difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in (A) Reading Comprehension skills as measured by the CTBS, Part II.

Description of the Project

Originally the proposed Experience Based Career Education Program at Itawamba Community Junior College was a fifteen (15) week program for high school dropouts and graduates. The program was designed to provide for on-site work experience, career exploration, current occupational information and an individualized curriculum. Subsequent program modifications created the need for open-entry, open-exit status of students.

The first phase of the program consisted of orientation sessions which included:

- A general orientation fully explaining the career exploration concept to the student;
- Testing inventories in order to give the student the best possible counseling and direction;
- An introduction to the diverse training programs available to students at the Itawamba Community Junior College;
- An introduction to various occupations to assist students in making career exploration selection (aided by resource personnel); and,
- An introduction to resources available to the students for exploring careers. The students will investigate such materials as the Dictionary of Occupational Titles (DOT), the National Vocational Guidance Association publications, college guides, vocational and technical handbooks, local publications and other appropriate resources. The students will be encouraged to use the Learning Resource Center (LRC).

During the orientation period, the student, with the help of the Learning Coordinator selected two or more occupations to explore during the on-site experience phase of the program. The Learning Coordinator and the student used time to plan further activities and review student progress. The Learning Resource Center was also utilized at this time for further study and research. Guidance services were made available to students during this time.

The Experience Based Career Education Program was modified during the third quarter of fiscal 1977. Experience Based Career Education at Itawamba Community Junior College was modified open-entry open-exit, full-time or part-time, tuition free program. Eligible students are: high school dropouts, high school graduates, post-secondary students, secondary school seniors, or individuals not enrolled in school. This program provided for career exploration, current occupational information, on-site work experience, and an individualized curriculum.

During the orientation period, the student, with the help of the Learning Coordinator, was asked to select one or more occupations to explore during the on-site experience phase of the program. The amount of time to be spent investigating each occupation was individualized and flexible. The Learning Coordinator and the student planned activities and reviewed student progress. Guidance services were made available to students during this time.

After the on-site experience phase, the student returned for a wrap-up. At this time the student chose to:

- Enter or continue a vocational, technical or academic program to prepare for a chosen occupational area, or
- Enter an occupation at the present level of training with job placement assistance.

Those students who successfully completed the individualized program received Continuing Education Units (ten clock hours = one CEU). With this experience, a student will be better prepared to enter an educational program or to gain successful employment.

If a student decides to enter an educational program in the area of an on-site experience with the Experience Based Career Education Program, academic or vocational-technical credit, in terms of semester hours or clock hours, will be provided. With this previous experience, a student should be better prepared to enter an educational program and may complete the program earlier.

Geographic/Demographic Site Characteristics/Data Supporting Need for Experience Base Career Education Program

Itawamba Community Junior College provides educational opportunities to the five-county area of Chickasaw, Itawamba, Lee, Monroe and Pontotoc counties. According to the 1970 census report, 45,570 adults greater than 25 years of age have less than a high school diploma. This figure represents 66.5% of the adult population. In addition, there are 4,551 youth and adults between the ages of 16 and 21 who do not have a high school diploma. There are more than 50,000 youths and adults in this area in need of additional education. A contributing factor in the high, general employment rate of over thirteen percent (13%) is the lack of education of this target group.

According to the Mississippi State Department of Education publication School Dropouts by Reason 1974-75, the following data was revealed: Monroe County had a total of 155 dropouts and Pontotoc County had 110 enrollees drop out of school. Chickasaw County had 126 enrollees drop out of school. Lee County had 327 dropouts while Itawamba County had 77. A total of 795 enrollees from grades one through twelve dropped out of school in the Community Junior College District during 1974-75.

The 1970 Census shows that the median family income for the five-county district included in the project is above $5,500.00, the median family income is $5,848 in Pontotoc County and $8,306 in Lee County. Area Per Capita Income ranges from $1,6[illegible]1 to $2,392.

Considerable local benefits should be derived from the Experience Based Career Education Program. The program should enhance existing cooperation between public education and State Employment Service, community agencies, and area businesses. The Experience Based Career Education Program should also increase the potential to reduce youth unemployment and the high rate of job turnover.

For the area high school dropout or high school graduate, the Experience Based Career Education Program presents a unique educational opportunity not previously available. With the implementation of the project Itawamba Community Junior College can effectively assist the initiation of Experience Based Career Education in the 18 district high schools.

With the recent creation of a State Department of Career Education, Itawamba Community Junior College's project can be observed and implemened throughout regional junior colleges and high schools. As local benefits accrue, Itawamba Community Junior College will take an active role in demonstrating program benefits throughout the Southeastern Region.

National benefits to be derived include an Experience Based Career Education project being implemented in a community junior college, whereas former projects have been restricted to the high school setting. Itawamba Community Junior College's Experience Based Career Education Program will exemplify the advantage of community junior college implementation, participants.

The Itawamba Community Junior College Experience Based Career Education Program is located in the Appalachian Region of North Central and Northeast Mississippi. Included in the project is a five-county area comprised of Chickasaw, Itawamba, Lee, Monroe, and Pontotoc Counties. Those counties are bordered on the east by the State of Alabama, to the south by Lowndes, Clay, and Webster Counties, to the west by Calhoun and to the north by the counties of Union, Prentiss, and Tishomingo.

The five-county area is located in the Northeast Hills and Prairie areas of Mississippi.

The Base Center for the Experience Based Career Education Program is located on the Itawamba Community Junior College Tupelo Campus on Eason Boulevard, Tupelo, Mississippi. Tupelo is located approximately 170 miles northeast of Jackson, Mississippi and approximately 100 miles southeast of Memphis, Tennessee. Within this area are several incorporated municipalities with Tupelo being the largest.

Site Analysis Techniques

It is the intention of Itawamba Community Junior College to follow the outline of the Experience Site Analysis Manual. Each of the following four major areas are being emphasized:

1. Learning potential at experience sites
2. Relevant learning experiences through resources and activities
3. Student - Learning Coordinator - Resource Person communication
4. Active involvement of employers in student learning

Various materials are being used by the On-Site Analyst to maintain an effective program of on-site work experiences. They include:

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- Log for Monitoring Resource Person Availability identifies site availability

- Control of Experience Site Placements assist in placement coordination

- Experience Site Contract Procedures offers guidance and suggestions for maintaining the best possible personnel "public relations"

- Request for New Site determines when new or expanded sites are necessary to meet student need

- Experience Site Analysis Manual explains procedures used in analyzing and documenting the learning potential of community experience sites

Employer Orientation and Recruitment Techniques

Appalachia Educational Laboratory/Experience Based Career strategies are being used to elicit community support.

This includes the creation of a Community Advisory Council (CAC). (Itawamba Community Junior College staff members have established rapport with area business and industry in the five-county Community College District). Once an employer has agreed to participate in the program, site preparation begins. Appalachia Educational Laboratory's Employer Site Learning Guide is being used to analyze and document the learning that occurs at a particular site.

Initial program publicity includes prospective employers as well as prospective students. Employer orientation and recruitment is being achieved through individual personal contact. Group orientation and recruitment sessions are being conducted through the Community Advisory Council. Contacts with community agencies and organizations are also assisting in recruiting potential employers.

Individual Student Learning Plans

Individual student learning plans are being developed through the academic and career curriculum material within Appalachia Educational Laboratory's Experience Based Career Education Program. Within the program, the student determines personal learning objectives. After a student selects an area, the student and the Learning Coordinator generate specific activities and specific behavioral objectives. The Experience Based Career Education Staff, by utilizing the Student Activity Sheet, have the information necessary to observe and evaluate student progress. The individual student learning plans are facilitated through the use of the Appalachia Educational Laboratory/Experience Based Career Education materials.

Expansion or Improvement of Current Offerings

The Experience Based Career Education Program at Itawamba Community Junior College is focused on the expansion or improvement of current offerings in vocational, technical and academic education.

Itawamba Community Junior College's Vocational and Technical Programs are:

- Agribusiness Technology
- Air Conditioning and Refrigeration
- Associate Degree in Nursing Technology
- Automobile Body and Fender Technology
- Automobile Mechanics Technology
- Building Construction Technology
- Building Trades Certificate
- Child Development Technology
- Civil Engineering Technology
- Computer Technology
- Data Processing Certificate
- Distribution and Marketing Technology
- Distribution and Marketing Technology/Fashion Merchandising
- Drafting and Design Technology
- Electrical Appliance and Refrigeration
- Electronics Technology
- Forest Technology
- Graphic Arts Technology
- Industrial Technology
- Industrial Electricity Certificate
- Industrial Maintenance Technology
- Law Enforcement Certificate
- Law Enforcement Technology
- Machine Tool Technology
- Operating Room Assistant
- Practical Nurse Certificate
- Respiratory Therapy Technician Certificate
- Secretarial Science Certificate
- Secretarial Science Technology
- Upholstery Certificate
- Welding Certificate

College transfer programs are also available at Itawamba Community Junior College. Students may major in a variety of fields such as Agriculture, Art, Business Administration, Business Education, Elementary Education, English, Engineering, Home Economics, Industrial Education, Journalism, Liberal Arts, Mathematics, Medical Technology, Music Education, Physical Education, Pre-Medicine, Pre-Pharmacy, Science Education, Secondary Education, Secretarial Science, Social Science, and Speech. Students who have not chosen a field of study may elect to go into General Education.

The current vocational, technical and academic program offerings are being improved as Experience Based Career Education experiences better prepares the student for admission. With the diverse set of on-site experiences, the student has "real-life" on-the-job knowledge before choosing a particular program of study.

The Experience Based Career Education Program will expand the existing Cooperative Education Program. The Cooperative Education Program is an educational process which formally integrates the student's academic study with work experience. The student alternates periods of class with work periods, working in business, industry, social services, and private agencies.

Through blending of study and work, students enchance their academic knowledge, their personal development, and their professional preparation.

The Experience Based Career Education student need not decide on a particular field of study to receive on-site experience through the program. After on-site exposure to several career fields, the student will be in a better position to choose a major field of study. Students in Cooperative have usually concentrated in an area approximately one year before receiving any on-site experience whereas Experience Based Career Education students may receive experience in several fields in one semester.

The Experience Based Career Education students gain this experience prior to a major field commitment. Present Cooperative Education staff will assist with on-site analysis efforts. The On-site Analyst will provide current information to cooperative students and staff. Cooperative Education students will benefit through on-site analysis and the Student Learning Guides. Experience Based Career Education site evaluations and reviews will be available for students while deciding on an appropriate Cooperative Education site.

Selection, Development and/or Alteration of Curriculum Materials and Evaluation Instruments

Itawamba Community Junior College makes no distinction on the grounds of race, color, sex, or national origin in providing curriculum materials and evaluation instruments for the students.

Itawamba Community Junior College has established liaison with the local Chambers of Commerce, U.S. Department of Labor/Wages and Hour Division (Tupelo Office), Pilot Club, Tupelo Junior Women's Club, Junior Sorosis Club, American Association of University Women, Junior Auxiliary and others. These organizations and clubs are serving in an advisory capacity to review the curriculum, instructional materials and evaluation instruments with regard to sex-role stereotyping. Materials are also reviewed and updated by a committee at the Appalachia Educational Laboratory including a member from National Organization of Women (NOW).

With the help of the Compliance Officer of the Wage and Hour Division (U.S. Department of Labor - Tupelo, Mississippi office) all curriculum, instructional materials and evaluation instruments are being monitored for the absence of sex-role stereotyping. With the assistance of the University of Mississippi Tupelo Campus Branch, inservice training is being provided for the staff. Itawamba Community Junior College will be using Experience Based Career Education materials published through the Appalachia Educational Laboratory and funded through the National Institute of Education. These materials are also being monitored for the absence of sex-role stereotyping.

During the Experience Based Career Education orientation period, sex-bias and sex role stereotyping are the topics of the group workshops--both staff and students participate. The students remain anonymous when being used for evaluation purposes. The following instruments are being used in evaluation:

- Career Maturity Inventory, Sections One through Five

- Comprehensive Test of Basic Skills, Sections Two Seven and Eight

Placement Without Regard to Traditional Priorities

Itawamba Community Junior College works closely with industry through its Cooperative Education Program, the Comprehensive Education Training Act (CETA), Manpower Programs and Work Incentive Program. Through the five-county area, men and women in non-traditional jobs are available to offer Itawamba Community Junior College non-traditional role models. As a member of the Community Advisory Council, the Compliance Officer of the Wage and Hour Division of the Department of Labor (Tupelo Office) will assist in the college's effort to make employers and the community aware of the Fair Labor Standards Act. This person will speak to the employers and resource persons during their inservice training. The Learning Coordinators also inform employers of male/female participation in non-traditional work roles.

At the present time, Itawamba Community Junior College has students enrolled in non-traditional work roles. The Community College has men enrolled in such programs as Secretarial Science and Nursing and women enrolled in Welding. Automobile Mechanics, Machine Shop and Drafting. Students are encouraged to choose two or more site choices through the self-assessment instruments contained in the Student Program Guide. This appears to overcome the students' opposition to being placed in work situation without regard to sex-role stereotyping.

The Learning Coordinators maintain a list of job opportunities and a record of the students' training and interests. This information is helpful in placing students in jobs for which they are prepared. A program is being developed to follow up all students for a period of at least five years. If feasible, the students will be encouraged to participate in continuing education in order to advance to their maximum capabilities. Vocational Education is provided by Itawamba Community Junior College to enable these persons to continue their educational endeavors.

All businesses and industries selected as on-site training facilities will have an Affirmative Action Program that meets the requirements of the Equal Employment Opportunity Act. In order to identify all area businesses and industries having an Affirmative Action Plan, the Guidance Department at Itawamba Community Junior College has recently distributed letters to business's or industry's Affirmative Action Plan.

During the orientation, students are made aware of:

- Bona Fide Occupational Qualifications
- Equal Employment Opportunity Commission
- Fair Labor Standards Act
- Occupational Safety and Health Act
- Title VII
- 1969 Law: unlawful to use sexist term in help-wanted ads

- 1970; Guidelines from the Secretary of Labor prohibiting sex discrimination

- State and Federal Child Labor Laws

Non-traditional Work Roles

Itawamba Community Junior College is working very closely with the Local Employment Services, business and industry personnel departments, and the Department of Labor in providing comunity Resource Persons in non-traditional work roles. These Resource Persons are working with young women and men who have an interest in a similar non-traditional job area. If such a person cannot be found. Itawamba Community Junior College is using existing facilities to allow students to observe other students in non-traditional classes, such as women in Automobile Mechanics and Welding and men in Secretarial Science and Nursing.

Itawamba Community Junior College are sponsoring workshops that present a wide range of work experience. Community Resource Persons and students presently enrolled in non-traditional classes are being asked to participate in these workshops. The College will sponsor a seminar with the help of the Department of Labor making students, staff and others aware of the Policy and Grievance Procedures and Affirmative Action Plan.

The Experience Based Career Education Program includes in-service training for staff, orientation for students, individualized curriculum for students, (materials will be monitored for elimination of sex-bias and sex-role stereotyping) and a minimum of three on-site experiences for every student. The structure permits existing facilites and staff to significantly support Experience Based Career Education Program efforts. A wide range of instructional staff in vocational/technical and academic areas will serve as resource persons. The curriculum materials of the Learning Resource Center and the Adult Basic Education Program materials.

The organizational process will permit assessment of results in terms of specific student outcome objectives. Periodic follow-up of Experience Based Career Education Program graduates will be maintained in the system.

Development and Specifications of Behavioral Objectives and Documentation of Student Educational Experiences

Itawamba Community Junior College has developed and specified several behaviorally stated measurable student outcome objectives. The student outcome objectives include three areas:

- Continued Career Preparation:
  A significantly higher portion of students will enter a post-secondary educational training program, as determined by follow-up head count.

  A significantly higher portion of high school dropouts will enter an adult education program to complete requirements for high school equivalency as determined by follow-up head count.

- Career Exploration:

  Students will gain more knowledge of the occupational world, as measured through the Career Maturity Inventory.

  Students will improve their career decision making skills, as measured through the Career Maturity Inventory.

- School Dropouts:

  Fewer students will drop out of school during the Experience Based Career Education Program.

  A greater number of Experience Based Career Education graduates will remain in school during a subsequent educational program.

The educational experience of each student will be continually documented. Individual activity sheet utilization will be maintained by the Learning Coordinator and the students. Behavioral objectives will be stated for each learning activity. The activity sheet will include the time spent in the various individualized activities. On-site visits by the Learning Coordinator will permit student - Learning Coordinator - Resource Person inter-actions.

For Experience Based Career Education and control group participants, parental and/or guardian approval will be secured for any student less than 18 years of age. Parental and/or guardian appoval will also be secured for the collection of data including age, sex, race, grade level, and socio-economic level. Experience Based Career participants, control group members, and parents will be assured that anonymity will remain throughout project data analysis. Participants involved in case studies will not be identified.

A parental permission form will be developed to pinpoint the scope and utilization of student data. The data form plus an Experience Based Career Education Program summary will be sent to all interested parties. Parents will be interviewed to assess their reaction to the program.

Adequacy of Sample

A adequate sample will be included in the evaluation process. All Experience Based Career Education Program participants will be included in pretest and post-test measurements. A sample of regularly enrolled students at Itawamba Community Junior College will be included in the pretest and post-test assessment.

Evaluation Design

The major evaluation design that has been selected to assure that gains can be attributed to the Experience Based Career Education experience and not to external factors will be the pre-test/post-test control group design.

The control group and all Experience Based Career Education student participants will be administered a series of pretest instruments.

At the conclusion of the Experience Based Career Education experience, both the control group members and experimental (EBCE) students will be given a series of post-tests. This design permits a comparison between Experience Based Career Education students and those students regularly enrolled at Itawamba Community Junior College.

Use of Validated Instruments

Validated instruments will be utilized in measuring student gains. The Comprehensive Tests of Basic Skills (CTBS) by McGraw-Hill Company will assess student outcomes in terms of reading comprehension, mathematical concepts, and mathematical applications. The Career Maturity Inventory (CMI) by McGraw-Hill will assess student attitudes, goal appraisal, occupational knowledge, and career decision-making.

Both the Comprehensive Test of Basic Skills (CTBS) and the Career Maturity Inventory (CMI) have been used successfully to assess Experience Based Career Education Programs. Additional instruments, such as Assessment of Student Attitudes, Basic Skills, Inventories, and other reliable and validated measurement tools will be utilized through-out the program.

Process Objectives/Sex-Fair Guidance

Students will recognize sex-role sterotyping after participation in group counseling sessions.

Group counseling is assisting students in recognizing sex-bias and sex-role stereotyping. Value clarification and role-playing are specific techniques that are being utilized. In personal and group counseling, students are being encouraged to observe and seek non-traditional work experience. The Learning Coordinator and guidance personnel have established an open line of communication with the Mississippi State Employment Service and the Department of Labor, Wage and Hour Division, Tupelo, Mississippi, in order to identify non-traditional work settings.

The guidance staff is aware of sex discrimination including popular assessment devices that are sex-biased. Counselors are assisting in the career maturity of Experience Based Career Education students in terms of occupational information, positive attitudes, future planning, problem solving, capability appraisal and formation of realistic career goals.

Placement and Follow-up

Sex-Fair Guidance and follow-up will be conducted and documented for as many students as possible. The Experience Based Career Education Program process does not end at the conclusion of the "wrap-up" and evaluation. Periodic follow-up of each Experience Based Career Education graduate and dropout will be conducted.

At the conclusion of the student's participation, whether at graduation or prior to completion, the Experience Based Career Education Staff will assist with the successful placement of each student in:

1. Regular admission into a post-secondary educational program.

2. Job placement

3. A training program conducted through CETA or Manpower programs.

Safeguards/Insurance for Students

Upon admittance into the Experience Based Career Education Program, each student is covered under the present twenty-four hour accident insurance policy carried by Itawamba Community Junior College. This policy covers the student while in or on the school premises, while in attendance at the on-site premises, while traveling directly to and from any regularly scheduled and approved school activity, and while traveling directly to and from any regularly scheduled and approved school activity, and shile traveling directly to or from the insured's residence and the school for the purpose of performing regularly assigned and duly authorized duties. This policy provides benefits for accidental injuries, accidental disememberment and medical expenses.

Liability as of August 1, 1979 Liability Insurance for Employer Has Been Provided

Employers for on-site experiences are selected on the basis of their compliance with the Occupational Safety and Health Act (OSHA) and Fair Labor Standards Act requirements. No student will be placed where an employer does not meet requirements.

Sites are being monitored continuously by Learning Coordinators and the On-Site Analyst for adherence to the Occupational Safety and Health Act (OSHA) and the Fair Labor Standards Act. If, at any time, it is felt that these laws are being violated, students will be removed from the sites where the violations exist.

Employers selected for learning sites were involved in a period of orientation where they were made aware of the program regulations concerning students. The Occupational Safety and Health Act and the Fair Labor Standards Act. were discussed in detail. Emphasis was placed on the Fair Labor Standards Act's "13 week" ruling stating that no person can work more than 13 weeks without renumeration.

Potential for Reducing Level of Youth Unemployment

The Northeast Mississippi area has a high incidence of youth unemployment according to the data reviewed. One of the purposes of the program is to combat youth unemployment in our area. Factors affecting the high level of youth unemployment in our area are:

- Lack of current occupational information
- Lack of appropriate career goals
- Lack of realistic self-assessment

- Lack of adequate job skills

The above mentioned contributing factors to youth unemployment are being dealth with by providing:

- Accurate, current and objective occupational information through the Experience Based Career Education experience
- Substantial information for the student through interactions with staff, employers and other resource persons including those employed in non-traditional work roles
- Intensive group experiences and individual interactions to assess personal strengths and weaknesses more realistically
- On-site work experiences

In addition to benefits derived from the contacts during the Experience Based Career Education Program, potential employers and personal references are being developed.

Potential Contribution

Through the student's relationship with the Learning Coordinator and remedial Resource Person, he/she will constantly be reminded of the importance of academic skills. The Learning Coordinator and Resource Person will assist in development of mathematical and verbal comprehension skills. In the Experience Based Career Education Program, the Community is the school and the Resource Person is a learning facilitator. At the conclusion of the program, academic, technical or vocational credit, in terms of semester hours or clock hours, will be provided to the participants.

Itawamba Community Junior College presently works with the Mississippi Manpower and the Comprehensive Education and Training Act Programs. Representatives from the following manpower agencies will maintain membership on the Community Advisory Council:

- Department of Labor, Wage and Hour Division, Tupelo
- Mississippi State Employment Service, Tupelo Office

Occupational aspirations and opportunities will be broadened through the on-site experiences and contacts with Learning Coordinators and Resource Persons. Resource Persons currently in non-traditional job roles will be available to assist in the elimination of sexual, cultural and racial barriers. On-site businesses which have personnel in nontraditional employment roles will be sought to work with students.

Youth Services

The Experience Based Career Education Program at Itawamba Community Junior College is one that developed to meet the individual needs of a diverse student population. The high school dropout as well as the high school graduate will be eligible for the program.

Community agencies, in particular, the Mississippi State Employment Service, are acting as referral agencies for the Experience Based Career Education Program. A portion of the Experience Based Career Education students are high school drop-outs.

The Itawamba Community Junior College Adult Basic Education Program, which is the largest in the State of Mississippi, is being utilized to identify a significant number of educationally disadvantaged students. Many of these students are academically, culturally, and economically handicapped. The individualized program of Experience Based Career Education is an appropriate setting to overcome handicaps in terms of job skills and academic background.

Priorty Areas in Vocational Education

The philosophy of Itawamba Community Junior College is being extended into the Experience Based Career Education Program. Itawamba Community Junior College recognizes the seriously high level of youth unemployment in the area and through the Adult Basic Education and Vocational/Technical programs, the institution is particularly attuned to the individual needs of the high school dropout and of the student not desiring an academic field of study.

Types of Surveys and Analysis

In terms of needs assessment for the Experience Based Career Education Program in the Itawamba Community Junior College District, several surveys were conducted. The Vocational Interest Survey, conducted during 1976, involved 1775 graduating seniors in the twenty-two (22) area high schools. The survey indicated that although 78.2% of the students had vocational training available at the secondary level, almost one-half (46%) of the students were still undecided in regard to post-secondary plans.

The Employment Needs Survey involved employers that represented over 7100 employees in the Junior College District. The survey indicated that employers were seeking employees with more education, higher skill levels, and greater technical abilities. Industry had the largest employment needs in a five year projection while as a group, Health Occupations had the second greatest employment needs.

The Job Analysis Survey involving 220 businesses and industries throughout the Junior College District indicated employers' interests and training needs. Survey results identified fifty (50) employers with one hundred twenty-five (125) student slots or vacancies. The survey indicated that employers need employees in the following areas: clerical, computer technology, medical laboratory technology, machinery operations, maintenance, metal work, nursing, supervisory training, forestry, marketing, communications, and others. Survey results contained a breakdown by city and county of where the above mentioned jobs were most prevalent.

Procedures for Achieving Objectives

A diverse cross-section of students was selected for admission into the program. In terms of education, high school dropouts and high school graduates were included. In terms of sex, both males and females were included.

In terms of race, minority group members were represented.

Maximum career exploration experience was possible through permitting on-site work experience to be open-entry/open-exit.

The orientation/intensive group experience focused on career development. The students were made aware of sex-role stereotyping and participated in values clarification, cultural awareness, and career decision making mini-workshops.

The Director, the On-site Analyst, the three Learning Coordinators and the Secretary continually transmitted the goals and objectives of the program to interested parties. The Program Director communicates frequently with the Community Advisory Council, State Department of Education, local school districts and the community at large. The On-Site Analyst communicates with on-site Resource Persons and community agencies.

The Director of the Experience Based Career Education Program is responsible to the President of the Community College through the Vocational and Technical Director. The Appalachia Educational Laboratory/Experience Based Career Education staff assists the entire project staff through the Program Director. The Community Advisory Council makes its recommendations through the Program Director and On-site Analyst/Community Liaison. The On-site Analyst/Community Liaison and the Learning Coordinator are directly responsible to the Program Director. The On-Site Analyst/Community Liaison, in addition to a working relationship with on-site Resource Persons, coordinates activities through various community agencies which include the Mississippi State Employment Service, CETA staff, and Manpower staff. On-site Resource Persons coordinate their efforts through the On-Site Analyst/Community Liaison and the Learning Coorinators work closely with the individual students on the campus and during on-site visits. Guidance personnel, Learning Resource Center personnel Adult Basic Education Laboratory personnel, and the Instructional staff members and all materials are utilized to support the individualized student learning experience. The open-entry/open-exit, full-time or part-time status modification is individualized and flexible.

The key to the Experience Based Career Education Program process is the student activity sheet. The activity sheet is the primary form for recording the individualized program of study for each student. The activity sheet lists specific learning activities that ensures the meeting of student needs. The activity sheet is evaluated by the Learning Coordinator and the student in terms of quantity and quality in specific subject areas. Throughout the program the student establishes personal goals. In addition to stated student process outcome objectives, the Experience Based Career Education Program introduces students to job-entry skills.

The student activity sheet collection insures proper credit translation. For example, an Experience Based Career Education student will receive continuing education units (1 per 10 clock hours).

Management Plan

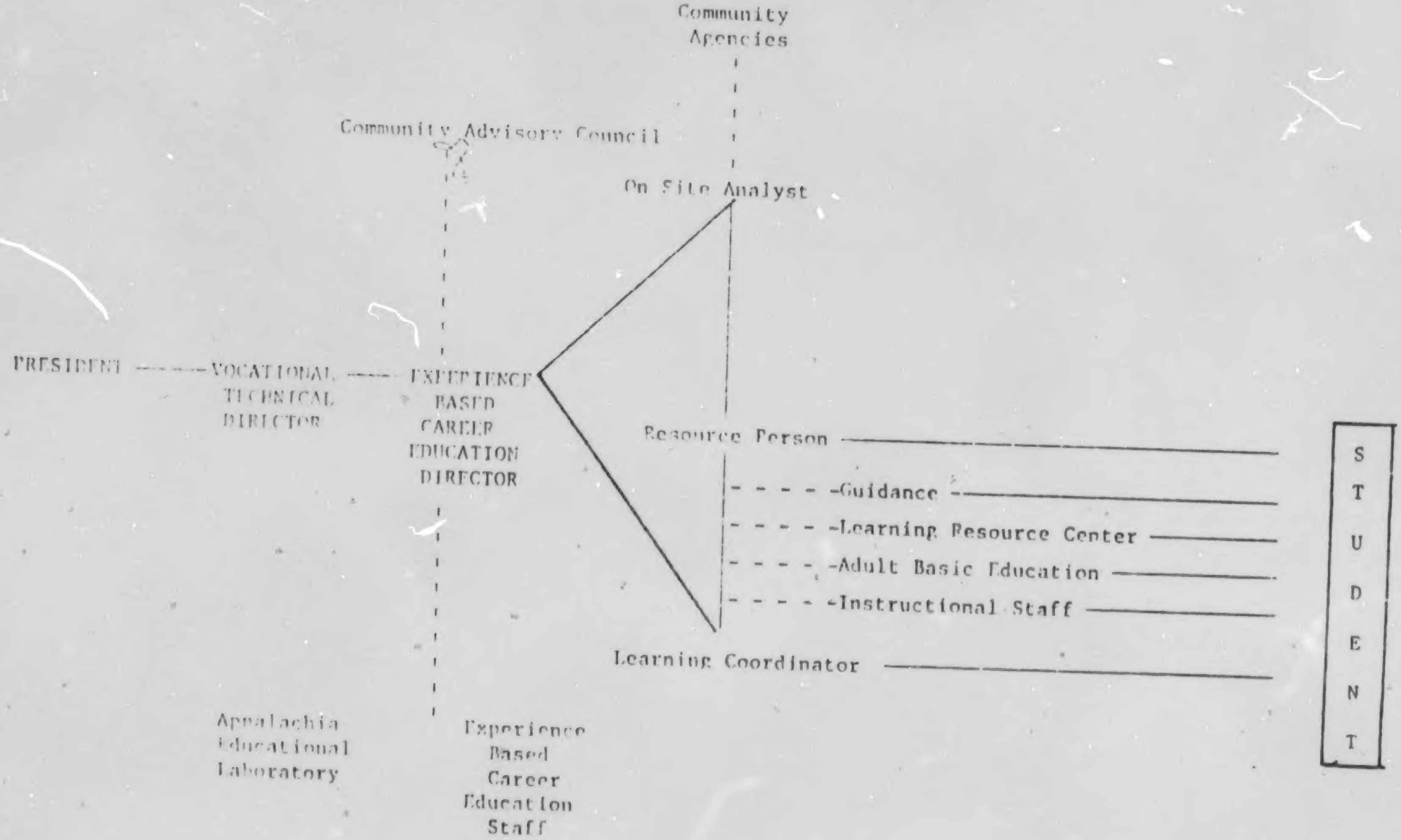
In order to carry out the project as outlined, a management plan was developed which should provide for the smooth and efficient implementation of Experience Based Career Education in conjuction with existing programs.

Process objectives to be met included an individualized student learning program and non-traditional student learning program and non-traditional Resource Person identification. This was accomplished through pre-planning, site-analysis, supervision, and specific participant objectives.

The Itawamba Community Junior College counselors are responsible for providing participants with individual and group counseling. All Experience Based Career Education staff are involved with employers, resource people, parents and students. A major emphasis of the staff is to eliminate sex biases and sex-role stereotyping encountered in the world of work.

The Organizational Chart found on the following pages will clarify the Management Plan.

ORGANIZATIONAL CHART


Community Agencies
Community Advisory Council
On Site Analyst
PRESIDENT
VOCATIONAL TECHNICAL DIRECTOR
EXPERIENCE BASED CAREER EDUCATION DIRECTOR
Resource Person
Guidance
Learning Resource Center
Adult Basic Education
Instructional Staff
Learning Coordinator
S T U D E N T
Appalachia Educational Laboratory
Experience Based Career Education Staff

Results and Accomplishments

Accurate records are being maintained on program participants during the following Experience Based Career Education experience. Results, in terms of specific program objectives, will be identified in the following areas:

- Continued Career Preparation
- Career Exploration
- School Dropouts
- Academic Achievement
- Community Reactions

In order to effectively disseminate the Experience Based Career Education Program's anticipated outcomes, various strategies are being used. Itawamba Community Junior College plans to reach Mississippi residents and interested out-of-state parties through the following:

- Local newspapers
- Professional newsletters
- Professional journals
- Regional conferences
- State conferences
- Direct mailing to high schools, county superintendents of education and State Department personnel
- Representatives of business and industry
- Individual interested party information requests

The third party evaluations' reports will be utilized in the dissemination process.

By emphasizing the positive aspects of the Experience Based Career Education Program to local school districts and professional educators across the state, it is anticipated that several postive elements of the project will be incorporated into other vocational education programs on both the secondary and post-secondary levels.

External Policy Advisory Boards

Representatives of business, industry, government, labor and the professions will constitute the Community Advisory Council. Community Advisory Council members were sought through the following sources:

- Area industry
- City and county governments
- Boards of Education
- Department of Labor/Wage and Hour Division
- National Organization of Women
- Labor Unions
- Office of Civil Rights
- Community Development Education
- Lions Club
- Pilot Club
- Rotary Club
- Kiwanis Club

- American Association of University Women
- National Association for the Advancement of Colored People
- Jaycees/Jaycettes
- Junior Sorosis Club
- Junior Auxiliary
- Area Professionals
- Parents
- Students

The Community Advisory Council's main purpose is to advise and assist the Experience Based Career Education Program administration. The Community Council will facilitate an effective operation without formal policy making power. Specifically, the Community Advisory Council is assisting and will assist in student recruitment, program publicity, location of additional work sites and funds, and will provide an area for consideration of new ideas. The creation of the Community Advisory Council established a vital communication link between the community and the program. The Community Advisory Council played a significant role during the Experience Based Career Education Program planning stage.

The Community Advisory Council by-laws will be kept simple and to a mininum. The Advisory Council was divided into several task forces that will deal with particular Experience Based Career Education Program issues. Several examples of task force issues are:

- Employer site expansion
- Academic credit translation
- Program evaluation
- Alternative funding
- Relationship with local district schools

Facilities and Equipment

Itawamba Community Junior College makes no distinction on the grounds of sex, race, color, or national origin in making available to individuals the use of any land, building, equipment, or other facility.

This includes:

- The use of any room, dormitory, ward, or other space in the facility,
- The use of any equipment in the facility,
- The use of any office, waiting room, restroom, eating, recreational, concession, or other accomodation or convenience provided in the facility, and
- The use of any facility not provided with the aid of federal financial assistance.

Itawamba Community Junior College used the Appalachia Educational Laboratory's Experience Based Career Education printed materials, including instructional materials and manuals. The College used the preservice and inservice training programs developed by the Appalachia Laboratory for Experience Based Career Educational personnel.

Materials developed to operate an Experience Based Career Education Program include:

Guidelines and Procedures Manual

Student Career Guide

Student Program Guide

Implementation Manual

Standard Activity Sheet Manaul

Cross Reference Catalogue

Experience Site Learning Guides

Experience Site Control System Manual

Guide for Resource Persons

Training Manual

Management by Objective Manual

Director of Operations Manual

Itawamba Community Junior College is utilizing its existing printing facilities to print additional materials needed for the Experience Based Career Education program. Two full time printers are available to print needed materials.

Itawamba Community Junior College is providing and will provide appropriate facilities and equipment for the Experience Based Career Education Program. Individual office facilities are available for the entire Experience Based Career Education staff.

A. Learning Laboratory (Student work area)
  - Book Shelves
  - Carrels and Chairs
  - Instruction Resources
  - Audiovisual Equipment

B. Learning Coordinators' Office
  - Telephone
  - Desk and Chairs
  - Bookcase
  - File Cabinet
  - Instructional Materials
  - Bulletin Board/Calendar
  - Chalk Board

The college offers free bus transporation throughout the five-county area for all students.

Training shops such as Welding, Machine Shops, Automobile Body and Fender Repair, Air Conditioning and Refrigeration, Automobile Mechanics, Masonry, Plumbing, Carpentry, and Electrical Appliance and Refrigeration are available.

Technical departments such as Agribusiness, Nursing, Civil Engineering, Computer, Distribution and Marketing, Drafting and Design, Electronics, Forestry, Graphic Arts, Industrial Maintenance, Law Enforcement, Machine and Tool, Respiratory Therapy Child Development Technology, and Secretarial Science also are available for Experience Based Career Education students to visit and observe in deciding what areas are of interest.

Accomplishments (Sequential)

Itawamba Junior College adapted the Experience Based model designed to meet the needs of youth in vocational. As of June 14, 1979, our Experience Based Career Education project had attracted 350 resource persons in 150 employer sites. At this point, a complete variety of occupational experiences was amassed from which our students could choose. The collection of available resource persons included: members of all five counties; representatives of both sexes and several races; professionals, the skilled and semi-skilled, technicians, and craftsmen; non-traditional role workers; and workers representing a wide variety of worker trait groups.

Itawamba Junior College shares with all Experience Based Career Education programs certain key elements. These elements include:

- Using experience sites in the community as the principal bases for learning experiences,
- Using individualized instructiona program based upon assessed needs of the student as well as experience-based learning activities,
- Using basic skills focusing on reading, writing, and mathematics as they are needed in the world of work, and
- Using a system of accountability that fosters students' assumption of responsibility and progress in the program.

The manner in which Experience Based Career Education was implemented at Itawamba Junior College through on-site experience was by a process of site analysis and recruitment. Employers complied with Occupational Safety and Health Act and Fair Labor Standards Act requirements. Experience Site Analysis refers to a systematic method of analysis for identifying what potential learning experiences exist for the students at participating experience sites. There are four major areas of emphasis within the experience site analysis system:

- To determine what learning potential exists at experience sites in terms of activities, resources and personnel,
- To utilize those resources, activities and personnel to provide students with learning experiences relevant to today's world,
- To establish communication links between employers and Resource Persons, Learning Coordinators, and students, and

- To actively involve employers and employees in determining or establishing student learning experiences, with particular stress being given to "hands on" experiences.

Itawamba Junior College's Experience Based Career Education Program organized its community resources according to the Dictionary of OCcupational Titles' 114 worker trait groups.

A staff member contacted the desired site, arranged an appointment and presented the Experience Based Career Education program to the site and if conditions warranted, solicited the site became a resource, and Experience Based Career Education Learning Guide was developed for that particular site. The information documented in the Learning Guide identified four types and levels of student activity; related career, academic, and personal learning possibilities; any special restrictions, requirements and safeguards; and additional information. This learning guide was developed on each experience site and each resource person at that site. The guide was made available to the student, the resource person, and the Learning Coordinator. The student and Learning Coordinator determined, to a great extent, the learning experiences available at a given site for a particular student. Each resource person and site was than categorized according to Work Experiences in a List of Experience Site Placement Opportunities. All sites and resource persons were listed on a Site Placement Monitoring Log where the Placement Coordinator established a system for monitoring students and their placement on a site.

Through the supervision of the Director, the EBCE staff developed Experience Site Learning Guides for each of the employers participating in the program. The Learning Guides assisted student choices through documentation of work opportunities, conditions, and requirements at individual sites. Specific information for each resource person available at a particular site was also furnished in the Learning Guide. One example is presented in Appendix A.

Improving academic skills is an important part of the Experience Based Career Education Program. Students in the Itawamba Junior College Experience Based Career Education Program will vary in academic needs and interests. Therefore, an individualized learning program is required. During orientation students were given instruments to determine their level of reading and mathematics ability.

For the dropout student, the Learning Coordinator coordinated a program of career exploration and academic learning goals and activities to enable these students to pass the General Educational Development exams. For students with diplomas who seek career exploration without academic credit, the Learning Coordinator disigned referral to increase academic skills in the area of interest and job needs.

Dissemination Activities Fiscal Year 1977

The Experience Based Career Education brochure was sent to interested parties of several locales. The brochure was sent to Dr. Kenneth Hoyt, Director, Office of Career Education: Department of Health, Education and Welfare officials in Atlanta; Mississippi State Department of Education officials; Region IV Part D Project Directors; the Appalachia Educational Laboratory; and State Fair Community College in Sedalia, Missouri, where a new Experience Based Career Education project will soon be implemented.

The program Coordinator for Career Education, Health, Education and Welfare, Atlanta; the Mississippi Coordinator of Career Education; the Mississippi Coordinator of Research, Curriculum, and Teacher Education; the Research and Curriculum Unit of Mississippi State University; and the third-party evaluator are being informed on the progress of the Experience Based Career Education project. Visitation requests are encouraged by Itawamba Junior College.

An On-Site Analyst made a presentation to the Six-County Appalachian Area Career Education Project Inservice Meeting which introduced and strengthened participants' awareness of Experience Based Career Education at Itawamba Junior College. Elementary and secondary counselors, administrators, and community leaders were introduced to Experience Based Career Education implementation strategies.

As the project Director participated in the Career Education Mini-Conference for Post-Secondary Practitioners with Dr. Kenneth Hoyt, a profile of Itawamba Junior College's Experience Based Career Education was prepared. The profile outlines the background, purpose, description and unique features of the project. The profile has been distributed to the Office of Career Education, U. S. Office of Education. The profile was also received by interested parties at the Increasing the Impact of Innovative Projects Conference and the American Personnel and Guidance Association Convention. In addition, we have sent information to Piedmont Technical College, Greenwood, South Carolina; Sommerset Community College, Kentucky; Broadway School, Maryland; and the Board of Education of the City of New York.

Through attendance at several conferences, educators from throughout the country received materials and information on the program at Itawamba Junior College. The conferences included the American College and Personnel Association Convention and the Placement and Follow-Up Conference in Sarasota, Florida.

Plans were made to take an active role in disseminating information on the project. A variety of dissemination strategies were considered as we moved to make the entire state aware of Experience Based Career Education. Through an awareness of Experience Based Career Education we hopefully will be able to attract additional sites to implement Experience Based Career Education.

Publicity Activities

The Experience Based Career Education project of a community junior college requires publicity throughout the district. Publicity efforts have reached the entire five-county area. A brochure outlining the program has been widely distributed. Newspapers have covered the announcement of grant approval, and Experience Based Career Education program overview, Experience Based Career Education as one of the new offerings at Itawamba Junior College, and announcement of the "Experience Based Career Education Open House." Announcements publicizing the "Open House" were carried over area radio stations.

Publicity began with the Itawamba Junior College staff on both the Tupelo and Fulton campuses. A joint staff meeting initially introduced our Experience Based Career Education project. Each Itawamba Junior College staff member, for the purpose of publicity and student recruitment, has been brought up to date on the progress of our project through a memo and personal contact.

The program brochure has supplemented our personal contacts throughout the region. Our personal contacts have included: individual businesses and industries; business and industrial organization; community organizations; local school superintendents; all public and private high schools, including administrators, counselors, and students; each of the Mississippi Employment Service centers; and high school dropouts, high school graduates, and students with prior college experience.

In addition to visits by prospective students and parents, several educators have visited our campus. These interested parties include the Director of a six-county wide elementary career education project, the elementary career education specialist for the Tupelo City Schools, and the career education counselor for Tupelo High School. Mr. James Hancock, Mississippi Coordinator of Career Education, has visited the project Director. A profile of Experience Based Career Education was presented to seventy elementary students in a career education program upon their visit to the campus.

An "Experience Based Career Education Open House" was conducted on December 9, 1976 to provide an opportunity for prospective students and their parents to learn about the program, have their questions answered, and to meet the Experience Based Career Education staff. During the informal gathering, a brief presentation clarified program goals and objectives, structure, and materials utilized.

Two publicity efforts directly dealt with student recruitment. A television interview broadcast thoughout the five-county area and beyond was accomplished on January 5. During the two-minute interview, the project Director and On-Site Analyst discussed Experience Based Career Education, project advantages, occupations available for exploration, and the application process. A newspaper ad ran for three days in the help wanted section of the largest circulation newspaper in the area. The ad emphasized the opportunity for work experience in a variety of occupations.

Publicity efforts included brief television spots briefly outlining the program and pointing out the application procedure. A newspaper ad located in the help wanted section the largest circulated newspaper in the area inquired; "Are you looking for something different this summer?" The ad mentioned the opportunity to explore careers and that over 200 community resource persons were cooperating. Other newspaper coverage extended into regional and local newspapers. These articles pointed out the objectives of the program, the wide variety of resource persons available, counseling aspects, a variety of comments from former participants, and that the program operated on an open-entry open-exit system.

Additional publicity was generated by an alumni newsletter and newspaper coverage of a cosmetic consultation clinic for Sub-Debutantes in which career exploration was emphasized. An Experience Based Career Education booth was set up at the Community Development Foundation annual banquet.

A five-minute radio interview with the On-Site Analyst was broadcast several times by WFTO-FM. The interview included a description and overview of the program, pointing out successful results.

A presentation was made to Mental Health Services for School Age Children staff. In addition, a brief Experience Based Career Education television program was taped and aired over an independent broadcasting station.

Former and current students assisted the publicity and recruiting efforts through contacts with friends. Staff from local high schools have referred prospective students to us. The Student Affairs staff of both campuses have also referred students to Experience Based Career Education.

The True Temper Manufacturing Company newsletter included an article on Expereince Based Career Education. The article outlined the program and discussed the experiences of several of the participants.

The Experience Based Career Education brochure and publicity distributed throughout the five-county area are presented in Appendix D.

Major Activities and Events

On Spetember 1, 1976, President W. O. Benjamin was notified that the project had been approved, subject to several modifications and clarifications. The Experience Based Career Education project approval was publicized and immediately an initial program clarification was prepared. The project Director met with Ms. Ellen Lyles, Program Officer for Career Education, Department of Health, Education and Welfare, Atlanta, to finalize the proposal addendum. The Experience Based Career Education proposal addendum was then submitted and approved on September 15, 1976, by the Contracting Officer.

Recruitment for Experience Based Career Education staff began with area publicity on position availability and the responsibilities for On-Site Analyst, Learning Coordinators, and Secretary. The recruitment effort attracted approximately 100 interested parties from throughout Mississippi. After initial interviews conducted by the Selection Committee during the week of September 20, final interviews were conducted during the week of September 27, 1976. Selection Committee recommendations were submitted to the President on October 4, 1976. The Itawamba Junior College Board of Trustees approved the Experience Based Career Education staff on October 6. The entire staff came together for the first time on October 15, 1976.

After nomination and selection, the project Director participated in the Career Education Mini-Conference for Post-Seondary Practitioners with Dr. Kenneth Hoyt, Director of the Office of Career Education, on October 11 and 12, 1976. On October 13, 1976, the project Director participated in the Part D Director's Workshop conducted by Health, Education and Welfare, Atlanta.

During the week of October 18 to 22, the entire staff participated in Experience Based Career Education training at the Appalachia Educational Laboratory in Charleston, West Virginia. The training focused on the roles of the On-Site Analyst and the Learning Coordinators.

After the week of training, the Experience Based Career Education staff had focused on project publicity, employer site recruitment, and student recruitment in preparation for program implementation in January. The effort reached schools, State Employment Service centers, community organizations, businesses, and industries throughout the five county area.

The On-Site Analyst made a presentation to the Six-County Appalachian-Area Career Education Project Inservice Meeting which introduced and strengthened participants' awareness of Experience Based Career Education at Itawamba Junior College. Elementary and secondary counselors, administrators, and community leaders were introduced to Experience Based Career Education implementation strategy.

Two publicity efforts directly dealt with student recruitment. A television interview broadcast throughout the five-county area and beyond was accomplished on January 5, 1977. During the two-minute interview, the project Director and On-Site Analyst discussed Experience Based Career Education, project advantages, occupations available for exploration, and the application process. A newspaper ad ran for three days in the help wanted section of the largest circulation newspaper in the area. The ad (Appendix E) emphasized the opportunity for work experience in a variety of occupations.

During the first week of January, 1977, while the On-Site Analyst and Learning Coordinators were making final preparations and completing additional learning guides, the student outcome objectives were rewritten. Several objectives were not clear, several others not testable. The project Director then met with Dr. Ed Thomas, third-party evaluation Director, and Dr. Herbert Handley, Director of Educational Research, Mississippi State University in an attempt to clarify objectives.

The entire Experience Based Career Education staff spent a full day together for an inservice review session. The primary focus of the review session was to examine the merchandise of implementation. The instructional system and materials were reviewed as final preparations for students were solidified. The academic component, particularly the use of activity sheets and the learning guides, and the career component, particularly the "Student Career Guide," is found in Appendix F. The "Guide" provided basic information on the staff and Experience Based Career Education, and provided answers to common resource person questions.

Prior to student placements in the community, Itawamba Junior College conducted an orientation session for community resource persons. The orientation included an overview of the project, the progress, explanation of activity sheets and learning guides, and the role of the resource person. The "Guide for Resource Persons" was presented to those in attendance; the "Guide" was mailed to community resource persons who were unable to attend the orientation session.

On January 13, 1977, the Community Advisory Council met for the first time. An advisory board had been recruited that represented each county, both sexes, several races, and a wide variety of occupations. After an explanation of the project, the role of the Community Advisory Council was presented. The Council approved the Meeting Rules and after discussion, a motion to form an Executive Committee was approved. A listing of the Community Advisory Council membership, meeting agenda, meeting minutes, and Community Advisory Council Meeting Rules are found in Appendix G.

A representative from the Appalachia Educational Laboratory was on hand to provide technical assistance for the Experience Based Career Education project. Assistance was rendered in finalizing the orientation schedule, administering pretests, preparing for program start-up, and placing students at community sites. The Appalachia Educational Laboratory representative performed as an additional staff member, facilitating the influx of new students.

Itawamba Junior College was pleased to begin the initial cycle with 20 students on board. The student body has a variety of educational and employment backgrounds, expressing career interest in diverse occupations.

Orientation began on January 17, 1977, and students were initially placed in the community on January 26, 1977. A rare snowfall delayed community placement. During orientation students were made aware of the purposes and mechanics of the project. Group exercises included values clarification, career decision making, and occupational information resources to include the use of the Learning Resource Center. Prior to placement in the community, students examined the learning guides, the Student Program Guide, and the Student Career Guide. During orientation, the Student Information Questionaire, the Career Maturity Inventory, the Student Attitude Survey, the Comprehensive Test of Basic Skills, and the Socialization Profile were completed by Experience Based Career Education participants.

Through Experience Based Career Education materials and testing, the students became more aware of their career interests, aptitudes, and abilities. In individual conferences with their Learning Coordinator, students selected and arrangements were made for community site placement. During the individual conferences, possible activity sheet preparation was discussed in order to develop academic skills as well as career awareness.

On initial site placements, Experience Based Career Education staff members accompanied students in order to introduce students and resource persons. Final arrangements were made at this time to begin their onsite experience. The resource person became aware of the student's objectives in the program.

For students under 18 years of age, parental approval was sought for participation in the Experience Based Career Eudcation Program and for participation in the testing program. In addition, parents had the opportunity to make suggestions or comments about the project.

Several Itawamba Junior College class sections were selected to form a control group necessary to better assess the Experience Based Career Education project. The control group pretests administration included the Career Maturity Inventory and the Comprehensive Test of Basic Skills. The identical group of students completed the post tests in late April.

The contract with the third-party evaluator, the Research and Curriculum Unit at Mississippi State University, was finalized. The services and products to be provided by the Research and Curriculum Unit included: scoring pretests and post tests for experimental and control subjects, observation of project managemnet, visits at employer sites, data treatment and analysis, and writing the evaluation section of interim and final reports. Itawamba Junior College project personnel provided the Research and Curriculum Unit with access to all documents, records, and reports concerning the project. The Research and Curriculum Unit performed services as an independent contractor.

The project Director participated in the Increasing the Impact of Innovative Projects Conference in Fort Worth on February 23 to 25, 1977. The objectives of the Conference included clarification of project anticipated results and dissemination strategies. In addition to the formal presentations and discussions, it was particularly valuable to reciprocally share with others project progress and ideas. New ideas gained at the conference were shared with the Itawamba Junior College staff.

On March 4, 1977, all project participants spent the day on the Tupelo campus. Students participated in a full day workshop which included career decision making skills, occupational orientation, sex-role stereotyping and values clarification. Formal instruction, films, and group activities were presented to increase students' awareness in these areas. Experience Based Career Education participants were given ample opportunity to share with each other the experiences they have had in the program.

One of the Learning Coordinators attended the Americal Personnel and Guidance Association convention in Dallas from March 6 - 10, 1977. Several sessions attended included those dealing with career education, vocational counseling, sex-role stereotyping, and group guidance. Convention experiences were shared with the Experience Based Career Education staff.

During the first Experience Based Career Education cycle, the Experience Based Career Education staff, in particular, the On-Site Analyst, continued to publicize and recruit across our junior college district. The project Director made a presentation to the Tupelo Civitan Club. A meeting was arranged with the Community Development Foundation. The On-Site Analyst updated the Six-County Appalachia Area Career Education Project staff in terms of the efforts being made to expand the focus of the project. All high schools within the five-county area were visited at least once by Experience Based Career Education staff.

The on-site evaluation review of the exemplary project was conducted on March 30, 1977 and April 1, 1977. The evaluation team consisted of the following: Ms Joyce Cook, Project Officer, Washington, D.S.; Miss Ellen Lyles, Project Officer, Region IV, Atlanta; Dr. Harry Holloway, Coordinator of Research, Curricula and Teacher Education, Mississippi State Department of Education; and Dr. Edward L. Thomas, Third-Party Evaluator, Mississippi State University. The evaluation review included interviews with the President of Itawamba Junior College, the Director of Vocational-Technical Education, the Experience Based Career Education staff, students, teachers, and community resource persons. The evaluation team report indicated a belief that all recommendations can be implemented to justify continuation of funding. After the evaluation team visit, several strides were taken to expand the program implementing the recommendations of the evaluation team.

The EBCE Staff expanded the program by establishing an open-entry open-exit system making part-time as well as full-time participation available. Currently enrolled students were asked to arrange their schedule so that on-site exploration was permitted.

The evaluation team felt that some needs of the college probably were not being addressed adequately as long as the program operated as an appendage of the institution. A closer relationship with other programs of the college was established. An office at both campuses was established to make avaibable Experience Based Career Education staff and materials at both centers. Stronger ties were developed between the instructional staff and Cooperative Education.

The evaluation team concluded that the expansion of the level of students and merging of the program into the mainstream would justify its operation.

The Experience Based Career Education staff followed the recommendation that Experience Based Career Education materials, strategies and methods be demonstrated to vocational-technical staff in order to improve the programs. Experience Based Career Education materials and staff were available directly to vocational-technical students or through the vocational-technical guidance staff.

The evaluation team recommended procedures to continue awarding credits. Program participants may be awarded Continuing Education Units for their participation in the program.

During this quarter the refunding narrative and tentative 1977-78 budget was prepared by the project Director and sent to Atlanta. The refunding narrative included the modifications made to increase the impact of the project.

The Experience Based Career Education staff announced the funding of the Summer Youth Occupational Orientation Program. This program began on June 13, 1977, and continued for six weeks. The project Director assisted in writing the proposal and in planning program activities. In essence, the Summer Youth Occupational Orientation Program was a mini-Experience Based Career Education program. After an orientation, a career development workshop conducted by Experience Based Career Education staff, and an Employment Service workshop, participants spent two full days in twelve different vocational-techincal shop areas. Students chose twelve of the 20 vocational-technical training areas available at Itawamba Junior College. Experience Based Career Education staff and materials were periodically utilized in this program.

Other Activities

Representatives of business, industry, government, labor, and community organizations have formed a Community Advisory Council. The Community Advisory Council is composed of representatives across the five-county district to include both sexes, several races, and non-traditional job holders. The Community Advisory Council's main function will be to advise and assist the Expereince Based Career Education Program. Specifically, the Community Advisory Council assists in student recruitment, publicity, locating additional resource persons, and will provide an opportunity for consideration of new ideas.

In the area of technical assistance, the Appalachia Educational Laboratory has provided a variety of services and information to enhance the progress of the Experience Based Career Education program. Appalachia Educational Laboratory staff have been to the campus to assist in the development of the program. Specifically, Appalachia Educational Laboratory has assisted in the areas of on-site analysis, learning guide preparation, Community Advisory Council formation, and student recruitment.

Upon admittance into the Experience Based Career Education Program, each student will have insurance coverage. The insurance coverage will be in effect while in attendance at Itawamba Junior College or an approved employer site and while traveling directly to and from Experience Based Career Education activities.

On January 13, 1977, the Community Advisory Council met for the first time. An advisory board had been recruited that represented each county, both sexes, several races, and a wide variety of occupations. After an explanation of the project, the role of the Community Advisory Council was presented. The Council approved the Meeting Rules and after discussion, a motion to form an Executive Committee was approved. The Community Advisory Council's main function was to advise and assist the Experience Based Career Education Program. Specifically, the Community Advisory Council assists in student recruitment, publicity, locating additional Resource Persons, and provides an opportunity for consideration of new ideas.

Prior to the initial cycle, a "Guide for Resource Persons" was completed. This document, largely adopted and duplicated from the Appalachia Educational Laboratory "Guide." The "Guide" provided basic information on the staff and Experience Based Career Education cycles, an introduction to Experience Based Career Education, and provided answers to common resource person questions.

A representative from the Appalachia Educational Laboratory was on hand to provide technical assistance for the Experience Based Career Education project. Assistance was rendered in finalizing the orientation schedule, administering pretests, preparing for program start-up, and placing students at community sites. The Appalachia Educational Laboratory representative performed as an additional staff member, facilitating the influx of the new students.

Prior to student placements in the community, Itawamba Junior College conducted an orientation session for community resource persons. The orientation included an overview of the project, progress made, explanation of activity sheets and learning guides, and the role of the resource person. The "Guide for Resource Persons" was presented to those in attendance; the "Guide" was mailed to community resource persons who were unable to attend the orientation session.

On April 12, 1977, the Community Advisory Council met for the second time. The Council was updated on progress of the program. Several students shared their experiences with the Advisory Council. The project Director presented the intentions to expand the impact of the project, requested suggestions for additional recruitment ideas, and pointed out the plan to disseminate project benefits and successes.

During the previous quarter a new program brochure was developed, printed, and disseminated. The new brochure reflects the modified program pointing out the open-entry open-exit arrangement.

A representative from the Appalachia Educational Laboratory was on hand during April, 1977 to provide technical assistance for the project. As this visit took place several days after the evaluation team visit, the major focus centered on means to expand the focus of the project.

Experience Based Career Education staff assisted in planning bus routes for the new Lee County Transit Authority. The transportation provided by the Lee County Transit Authority made it more convenient for participants to explore the community.

Experience Based Career Education and the Director of Instructon provided a workshop for the faculty concerning sex bias and sex stereotyping in order to provide an awareness of bias and stereotyping. The workshop included a presentation followed by a group activity. The Experience Based Career Education staff assisted vocational and technical departments in revising program materials to eliminate bias and stereotyping.

Staff Employment and Utilization

Although the Itawamba Junior College Board of Trustees approved the Experience Based Career Education staff on October 4, 1976, it was not possible for the entire staff to convene until October 15, 1976.

The Experience Based Career Education Program at Itawamba Junior College utilizes the management plan, materials, strategies, and techniques developed by the National Institute of Education/Appalachia Educational Laboratory. This committment includes the on-site analysis techniques, and the employer orientation and recruitment techniques, the individual student learning plans.

The Director coordinated efforts to implement and to publicize the Experience Based Career Education project. The Director maintained contact with the third-party evaluator, the State Department of Education, and the Mississippi State Employment Commission. The On-Site Analyst attracted and refined relationships with the community resource persons. The Learning Coordinators worked closely with each of the students as they experienced the world of work in the community.

The summer cycle was from May 30, 1977 through August 26, 1977.

The On-Site Analyst joined the Itawamba Junior College recruiting team in an effort to publicize the new program and reach students who were unaware of Experience Based Career Education. During this quarter visits were made to ten local high schools where a short presentation was made concerning Experience Based Career Education.

In order to provide additional resources needed for a complete career exploration experience, the staff spent time in reviewing and securing materials such as films, slide/cassette packages, monographs, books, and career series pamphlets. These materials dealt with career education in specific and general terms. Materials were secured to address academic skill development.

The project Director continued efforts to manage Experience Based Career Education at Itawmaba Junior College. The Director spent considerable time in modifying the program to expand its impact on the junior college district. These efforts included periodic meetings with the college President, the Director of Vocational-Technical Education, the Director of Cooperative Education, the Academic Dean, the Dean of Students, and the Director of Student Services. As a result of this transaction, a larger student population was served.

The On-Site Analyst continued to initiate and improve community resource sites. The On-Site Analyst spent a significant portion of time in publicity and recruiting activities. The Learning Coordinators continued their teacher/counselor role in providing an individualized program for each participant.

Staff Development

During the week of October 18 to 22, 1976, the Director, the On-Site Analyst, and the three Learning Coordinators participated in Experience Based Career Education training at the Appalachia Educational Laboratory in Charleston, West Virginia. The first four days of training concentrated on the Learning Coordinator's role. The fifth day focused on community utilization and on-site analysis. In addition the project Director was able to consult with a former Experience Based Career Education project Director.

Specifically, the training sessions included Experience Based Career Education philosophy, site selection, site placement, the "Student Career Guide," the "Student Program Guide," activity sheet writing, evaluation, group counseling,logistics, on-site analysis, and forming a Community Advisory Council.

Several steps have been taken in the area on inservice training for Experience Based Career Education staff. Ms. Gayle Roberts of the Mississippi State University Counseling Center conducted a workshop on "Sex Role Stereotyping and Bias in Career Decision Making" on December 13, 1976, and Dr. Eicke of the University of Mississippi Department of Guidance and Educational Psychology presented a workshop on "Group Counseling."

After nomination and selection, the project Director participated in the Career Education Mini-Conference for Post-Secondary Practitioners with Dr. Kenneth Hoyt, Director of the Office of Career Education on October 11 and 12, 1976. The conference brought together those individuals actively involved in implementing career education to discuss successful practices and to identify practical problems. Major concerns were the coordination of separate career education programs, faculty resistance, goals and objectives in a community college career education program, and funding career education.

The project Director participated in the Part D Director's Workshop conducted by the Department of Health, Education and Welfare, Atlanta Office, on October 13, 1976. The meeting focused on the duties and responsibilities under Part D Exemplary projects. Ms. Ellen Lyles, Program Officer, and Richard Dean, Contracting Officer, briefed the participants on the rules and regulations.

Weekly Experience Based Career Education staff meetings were conducted to continually monitor and improve the implementation of the project. These sessions were particularly valuable since it was the initial cycle. The Experience Based Career Education staff assesses comments and suggestions for the continued progress of meeting project objectives. The reaction of students and community resource persons was found to be positive and supportive.

The entire Experience Based Career Education staff spent a full day together for an inservice review session. The primary focus on the review session was to examine the mechanics of implementation.

The instructional system and materials were reviewed as final preparations for students were solidified. The academic component, particularly the use of activity sheets and the learning guides, and the career component, particularly, the "Student Career Guide," were included in this session.

The project Director participated in the Increasing the Impact of Innovative Projects Conference in Fort Worth, which developed many possible ideas to include in the project. The Americal Personnel and Guidance Association Convention also presented several ideas to enhance progress.

Periodic Experience Based Career Education staff meetings continued to maintain project progress. Each Experience Based Career Education staff member had input into making the program modifications, as well as contributing to periodic reports and to the refunding narrative.

The staff had the opportunity to participate in several conferences. The project Director participated in the American College and Personnel Association Convention in March, 1977. Several helpful career development materials were located at the Conference. A Placement Readiness Scale was found that will be available to Experience Based Career Education upon publication in the near future. The On-Site Analyst participated in the Placement and Follow-up Conference in Sarasota, Florida in May, 1977. The Conference agenda included legislation, grantsmanship, accountability, and follow-up.

In May, 1977, the entire Experience Based Career Education staff was trained to become Vocational Exploration Group leaders. The Vocational Exploration Group is a process of group interaction and personalization of jobs. Prior research indicated that Vocational Exploration Group participation assists in the development of career maturity. The Vocational Exploration Group is a structured session focusing on abilities, interests, temperamemt, perceptions, and satisfaction. Upon entrance into the program, all Experience Based Career Education participants will undergo a Vocational Exploration Group during orientation, prior to placement in the community.

Two of the Learning Coordinators had the opportunity to visit the Far West Laboratory and a community college that will establish Experience Based Career Education. The primary purpose of the trip was to learn about the Project Planning Package developed by the Far Wast Laboratory. The Project Planning Package assisted the program as academic credits were awarded to Experience Based Career Education participants. The staff received a basic understanding of the Far West model and a variety of materials to assist the implementation.

The fourth quarter began June 15, 1977 and ended September 13, 1977.

In July 1977, Donald J. Hanratty, Director of the Itawamba Junior College Experience Based Career Education program, resigned to become the Director of the Mississippi Appalachian Manpower Consortium Program at Itawamba Junior College.

Dr. William H. Mattison, Director of Related Instruction in Technical Education at Itawamba Junior College, Tupelo Campus, was promoted to the position of Director of the Experience Based Career Education Program at Itawamba Junior College.

During June and July, 1977, the entire Experience Based Career Education staff was involved in an orientation to the world of work Youth Program at the Itawamba Junior College Tupelo Campus.

During the fourth quarter it was decided to attempt to work more closely with the Cooperative Education program and within the framework of the institutional approach. A proposal for expansion of efforts into this area was submitted at the September 7 and 8, 1977 meeting of the Office of Education, Health, Education and Welfare, Atlanta, Georgia. In addition, a major effort was made to involve Experience Based Career Education activities within the framework of technical and academic classes. This also supplemented the efforts of the classroom instructional staff.

In August, 1977, the Experience Based Career Education staff contacted the Mississippi Employment Security Commission office throughout the five-county area of Itawamba Junior College in order to orient the counselors to the Experience Based Career Education Program. In August, 1977, the Experience Based Career Education staff contacted area secondary school counselors and principals about the Experience Based Career Education program.

Activities participated in during the summer of 1977 as a Learning Coordinator in the Experience Based Career Education Program at Itawamba Junior College were as follows:

- Contact of area secondary school counselors and principals to create an awareness of Experience Based Career Education Program activities and objectives; to advise of program modifications; and participate in recruitment of students.

- Presentation of the Experience Based Career Education Program to post-secondary students during pre-registration and registration and participation in individual counseling for career exploration in Experience Based Career Education.

- Visits to Mississippi Employment Security Commission and like agencies to recruit students and present Experience Based Career Education to interested groups.

- Letters and personal contacts to area counselors in secondary settings to present Experience Based Career Education as well as vocational, technical, and academic offerings at Itawamba Junior College for recuritment purposes.

- Research and development of available resources in Learning Resource Center for Experience Based Career Education Program.

- Organize and develop a student card file for documentation of utilization of the Learning Resource Center by Experience Based Career Education students.

- Development of a research paper on the Experience Based Career Education Program at Itawamba Junior College for publication in professional periodicals and presentation to professional organizations.

- Development of a conflict resolution unit to use in the student orientation phase of Experience Based Career Education Program.

- Compile and develop an organized, documented packet of orientation activities in the Experience Based Career Education Program.

- Participate in inservice training in Vocational Education Groups and methods of conducting such a group.

- Observation of the Far West Laboratory in San Francisco for the purpose of incorporating ways of initiating Experience Based Career Education academic credit at Itawamba Junior College.

- The development of a flow-chart to indicate Experience Based Career Education and English Department cooperation in awarding academic credit through the inclusion of Experience Based Career Education into the framework of English Composition 1113.

- Participation in coordination with the Cooperative Education Department in inclusion of Experience Based Career Education in the framework of this program.

- Participation with the Industrial Psychology Classes for inclusion of the Experience Based Career Education Program into the framework of this course.

- Participation in public relations activities with employer sites, resource persons, civic organizations, employment agencies, schools, etc.

In August, 1977, Dr. William H. Mattison, Director of the Itawamba Junior College Experience Based Career Education Program, visited the Appalachia Educational Laboratory in Charleston, West Virginia in order to become oriented to the model in current usage.

On September 7 and 8, 1977 Ms. Linda Partlow, On-Site Analyst; Mr. James Pettigrew, Cooperative Education Director; and Dr. William H. Mattison, Director of the Itawamba Junior College Experience Based Career Education Program attended the Part D, Office of Education, Health, Education and Welfare meeting in Atlanta, Georgia and also met with Ms. Ellen Lyles, Program Officer. The guidelines for the second year were presented.

In September, 1977, Dr. William H. Mattison, Experience Based Career Education Director, visited Moore-Norman Area Vocational School in Norman, Oklahoma.

During the fourth quarter the Experience Based Career Education staff provided Experience Based Career Education services and activities to currently enrolled summer students and twenty-nine (29) new enrollees to September 14, 1977, at which time the fiscal year 1978 began. The total fiscal year 1977 enrollment was eighty-eight (88) students.

Problems

The major problem during the fourth quarter was variation in enrollment and program modification. Our modification plan to expand Experience Based Career Education efforts into the Itawamba Junior College student population and secondary non-completion enrollees will increase enrollment.

Publicity Activities

Copies of advertisements that appeared in area newspapers and on radio are in the Appendix.

In addition, the Experience Based Career Education staff provided orientation to regularly enrolled college academic and vocational students during group orientation in August, 1977.

The Experience Based Career Education staff contacted area secondary counselors and civic clubs for the purpose of providing Experience Based Career Education information.

The On-Site Analyst has been interviewed on radio on behalf of the Experience Based Career Education Program.

Dissemination Activities

A presentation on sex-bias was made by Ms. Linda Partlow, On-Site Analyst, to the Itawamba Junior College staff on August 22, 1977.

Materials have been provided as requested and additional activities of this type have been planned.

The Experience Based Career Education Program was discussed with the MDTA and CETA counseling staff. The CETA staff will provide referrals.

In addition, current materials were sent to other Experience Based Career Education projects in the region to Oklahoma City, Oklahoma and Brandenton, Florida.

Approval has been received from the Mississippi Personnel and Guidance Association to present a program on Experience Based Career Education at the 1977 State Convention on November 16, 17, and 18, 1977.

Some of the students selected non-traditional roles to explore. Examples are as follows:

- Debbie Williams - Laboratory Technician, True Temper; Installer/Repairman, South Central Bell Telephone Co.;
- Kathi Rooker - Line Construction, Installer/Repairman, South Central Bell Telephone Company;
- Kay James - Optical Technician, Tupelo Eye Center;
- Cynthia Strange - Installer/Repairman, South Central Bell; and
- Jerry Glisson - Florist, West Heights Flower and Garden Shop.

During the summer of 1977, Itawamba Junior College offered the Summer Youth Occupational Orientation Program to individuals who met certain specifications in the five-county area. The Experience Based Career Education staff provided six days of career-oriented activities for the 190 students in this program. One phase of the program introduced sex stereotyping and bias. Activities included marking occupations according to a male's job or female's job or either and expressing the student's reasons for marking as such. Also, an exercise was presented to inform the student on how much television is biased in the portrayal of sex roles.

On August 22, 1977, the Experience Based Career Education staff presented a workshop on "Sex Bias in Careers" for the Itawamba Junior College faculty. The purpose of the workshop was to make the faculty members aware of their own professional and personal sex biases. Acti-

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vities and exercises were conducted including an exercise entitled "Who Am I?" aimed on the personal-psychological area, a "Historical Exercise" focusing on the educational area, and the "Barrington Exercise" aimed at the social/cultural area. The film "Why Not a Woman?" was shown focusing on the career area. At present, plans are being made to do a follow-up workshop in early 1978.

The Experience Based Career Education staff is very aware of the problems in the business world with sex bias and efforts continue daily to alleviate or improve problems in the junior college district.

Progress on Data Collection and Evaluation Plans and Procedures

(See third-party evaluation report.)

Other Activities

A first year review of the Itawamba Junior College Experience Based Career Education project was conducted by the Itawamba Junior College Experience Based Career Education staff, and it was noted that modifications were needed in the operating procedures in fiscal year 1978.

The modifications included:

- The development of a centralized system of documentation of learning Resource Center activities;
- Provide Experience Based Career Education activities to vocational post-secondary students;
- Provide Experience Based Career Education activities to Cooperative Education students;
- Provide Experience Based Career Education activities to Adult Basic Education students;
- Provide Experience Based Career Education activities to selected area high school seniors who do not receive career education at their secondary school or who could benefit from exploratory exercises;
- Continue Experience Based Career Education activities to the dropout, unemployed and other individuals in need of career exploration;
- A total Student Development Center will be set up to house the student counseling services, Mississippi Appalachian Manpower Consortium staff, the Experience Based Career Education staff, and Cooperative Education staff. The student will have the

opportunity to secure the services of this center's entire staff; and

- The Mississippi Appalachian Manpower Consortium project began on August 10, 1977. This Consortium is composed of three community colleges: Itawamba Junior College, Northeast Mississippi Junior College, and East Mississippi Junior College. The Mississippi Appalachian Manpower Consortium Career Education Counselor will assist the Experience Based Career Education staff with individual student analysis and career exploration.

MAJOR ACTIVITIES AND EVENTS
Fiscal Year 1978

On May 1, 1978 the Experience Based Career Education staff completed an in-service training on "Success Strategies" conducted by Dr. William Glasser through satellite educational television.

The Itawamba Junior College Experience Based Career Education follow-up packets were completed in rough draft on March 17, 1978.

On March 28, 1978 the Hamilton High School Experience Based Career Education seniors were provided with a tour and Learning Resource Center orientation at the Itawamba Junior College Tupelo and Fulton campuses.

On April 3 and 4, 1978 the Office of Education of Health Education, and Welfare evaluation team visited the Itawamba Junior College Experience Based Career Education project. The team members were as follows: Ms. Ellen Lyles, Office of Education Program Officer, Mr. Dan Campbell, Memphis Experience Based Career Education project director; Dr. David Morse, Third-Party Evaluator; and Ms. Betty Wong, Mississippi State Department of Education. On March 5 and 6, 1978 Dr. Bill Mattison, Itawamba Junior College Project Director, served as a member of the Memphis Experience Based Career Education Project Evaluation Team.

On March 30, 1978 Dr. Bill Mattison, Itawamba Junior College Experience Based Career Education Project Director discussed the Experience Based Career Education secondary campuses with each principal at Hatley, Okolona, and Hamilton high schools.

On April 3, 1978 the Experience Based Career Education staff conducted a workshop on sex-bias for forty (40) non-Experience Based Career Education auxilliary recipients from Houlka High School.

On April 7, 1978 the secondary senior survey analysis sheets were mailed to the ten participating secondary schools from the Itawamba Junior College district.

On April 28, 1978 Dr. Bill Mattison attended the Committee meetings on Research and Aging at the Mississippi Personnel and Guidance Association mee[illegible]ing in Jackson, Mississippi.

On April 24 and 25, 1978 the Experience Based Career Education staff participated in the seminars at Tupelo, Mississippi, by Mr. Teter, Executive Director of the Appalachia Regional Commission.

On April 24, 25, 26, 27, and 28, 1978 Ms. Bettye Coggin, learning coordinator, provided job survival skills workshops to one-hundred and sixty-five (165) auxilliary recipients of Experience Based Career Education services.

On May 2, 1978 Ms. Linda Partlow and Ms. Bettye Coggin provided auxilliary services on sex-bias and an introduction to Experience Based Career Education to sixty-one (61) Youth Employment Training Program students from Lee County, Mississippi.

On April 19, 1978 Ms. Linda Partlow, on-site analyst, and Ms. Elizabeth Newsom, learning coordination, participated in a value clarification workshop in Jackson, Mississippi.

On April 28, 1978 the Experience Based Career Education staff delivered Summer Program for Economically Disadvantaged Youth applications and provided orientation to professional personnel in Monroe and Chickasaw County counties.

On May 4, 1978 the Experience Based Career Education staff provided orientation services to three hundred (300) persons through the utilization of an information booth at the Community Development Foundation Annual Convention.

On May 9, 1978 Ms. Bettye Coggin, learning coordinator, presented a program to the American Association of University Women concerning the value of Experience Based Career Education involvement.

On May 10, 1978 Dr. Bill Mattison, Experience Based Career Education Director, met with Mr. Lindsey, Principal of Shannon High School and confirmed the school as a satellite campus for January, 1979.

On May 15, 1978 Ms. Bettye Coggin, learning coordinator, assisted with career counseling during the Itawamba Junior College day registration.

On May 16, 1978 the Experience Based Career Education Advisory Council met with the total Itawamba Junior College Advisory group. Ms. Bettye Coggin, learning coordinator, and Ms. Linda Partlow, on-site analyst, assisted with the coordination of the activities.

From June 12-16, 1978 Ms. Linda Partlow participated in "Sex Equity Workshop" in Columbus, Mississippi.

On May 8, 1978 a five county vocational Technical Advisory Council Meeting was attended by the EBCE staff and the Community Advisory Council.

On May 12, 1978 the Experience Based Career Education staff attended the Mississippi Association of Vocational Educators' meeting in Oxford, Mississippi.

On May 29, 1978 Ms. Audrey McFarland, Experience Based Career Education, learning coordinator, visited the experimental school model in Philadelphia, Pennsylvania.

Publicity releases on area radio stations, in newspapers, and civic clubs were conducted during the third quarter of fiscal 1978.

The Experience Based Career Education staff visited area Mississippi Employment Security Commission Offices and explained the Experience Based Career Education services to the counseling staff.

During April and May of 1978 recruitment efforts continued in the non-school, Adult Basic Education, and post-secondary populations.

On May 4, 1978 the Experience Based Career Education staff provided orientation services to 300 persons through the utilization of an information booth at the Lee County Community Development Foundation Annual Convention at Tupelo, Mississippi.

On May 4, 1978 an article concerning the Itawamba Junior College Experience Based Career Education project was published in the Community Development Foundation 1979 program book.

An article concerning an Experience Based Career Education student was published in the April 20, 1978 publication of the Itawamba County Times.

On October 4, 1977 the EBCE director, on-site analyst, and learning coordinators met with the Chickasaw County Welfare Department social workers and the counseling staff of the Okolona City School System in order to discuss the EBCE services for the senior class.

The fourth Advisory Council Meeting was conducted at Itawamba Junior College Campus on October 5, 1977 at three o'clock p.m.

On October 18, 1977 at six-thirty Dr. William Mattison attended the North Mississippi Monroe County Chamber of Commerce and Development Council at Amory, Mississippi to hear Dr. Robert W. Scott, co-chairman of the Appalachian Regional Commission.

On October 25, 1977 the third party evaluators met at Itawamba Junior College Tupelo, Mississippi with Dr. William H. Mattison, Experience Based Career Education Director, in order to finalize the Fiscal 1977 Report Report.

On November 2, 1977 Dr. William H. Mattison attended the Annual Convention of the Southern Association of Counselors in Birmingham, Alabama.

The Experience Based Career Education Director Dr. William H. Mattison, participated in a Mississippi State Department of Education workshop on sex-bias at the Itawamba Junior College Tupelo Campus on Wednesday, November 16, 1977.

The Experience Based Career Education staff participated in a survey of the needs of the Mississippi Junior College Counselors on November 16, 1977.

On November 16, 17, and 18, 1977 the Experience Based Career Education staff attended the Mississippi Personnel and Guidance Association Annual Convention in Biloxi, Mississippi. The Experience Based Career Education staff also presented, an interest program to approximately ninety educators at M.P.G.A.

On November 28, 1977 the Experience Based Career Education staff was notified of clearance to speak to the Mississippi Junior College Counselors Association at Tupelo, Mississippi on February 18, 1978.

On November 28, 1977 the Experience Based Career Education staff attended an in-service Vocational-Technical workshop on the Mississippi and local vocational-technical plans for 1978 at Tupelo, Mississippi.

The staff on December 6, 1977 sent a summary of the Itawamba Junior College EBCE program to the EXCEL Project in Las Cruces Public Schools EBCE Program in New Mexico.

The Experience Based Career Education staff attended the annual meeting of the Tombigbee Valley Personnel and Guidance Association at Tupelo, Mississippi on December 8, 1977.

The Experience Based Career Education staff participated in a Student Development Seminar on December 8, 1977 at the Itawamba Junior College Tupelo Campus.

The Itawamba Junior College Experience Based Career Education staff attended the National Coordination in Washington, D.C. on February 28, 1978. A written document on our project was submitted on December 1, 1977.

During January and February 1978 recruitment efforts continued in post-secondary, non-school secondary, Adult Basic Education, and related population areas. During January 1978 the Experience Based Career Education staff conducted an information session with the Adult Basic Education staff in order to recruit more Adult Basic Education students and to provide assistance to these individuals with their students.

During January 1978 the Experience Based Career Education staff met with the Special Vocational Education Director and staff in order to discuss possible Experience Based Career Education assistance to graduating special education. We are presently providing Experience Based Career services to special education youths on the Itawamba Junior College, Tupelo Campus.

On February 7, 1978 the Experience Based Career Education staff conducted a workshop for the DECA conference at 10:15 a.m. Approximately one hundred fifty (150) students from area high schools were involved in the DECA conference.

A workshop on interviewing procedures and sex-bias for L.I.F.T., Inc. of Tupelo, Mississippi was conducted on February 24, 1978 for the Y.E.T.P. (Youth Work Program) professional staff.

On February 27 and 28, 1978 and through March 3, 1978 the Experience Based Career Education staff attended the National Conference in Washington, D.C.

On March 6 and 7, 1978 Dr. Jack Dale, Director of the Venice Campus of Manatee Junior College at Venice, Florida conducted an in-service program on follow-up at the Itawamba Junior College, Tupelo, Mississippi.

A plan for the Expereince Based Career Education staff to provide orientation services for single heads of household, one parent household, or other designated individuals is under consideration. This will be conducted in cooperation with other service areas of the college, and will begin during the third quarter fiscal 1978. There will be group and individualized orientation activities within the area of employability skills. In addition, on-site activities will be available after the assessment career orientation, and employability skills services. Steps involved within this service are as follows:

(1) Application for services
    a. Interview and counseling by student service counselors or others

(2) Referral for assessment
    a. By Mississippi Appalachia Manpower Consortium counselor

(3) Career orientation
    a. By Mississippi Appalachia Manpower Consortium counselor and Experiencd Based Career Education learning coordinator

(4) Employability skills activities by Experience Based Career Education staff to include:
    a. Job seeking information
    b. Human relations skills
    c. Job survival skills
    d. On-site phase options

(5) Location of supportive services

(6) Possible remedial studies available through supportive professional staff

(7) Placement service through student services personnel

The new Itawamba Junior College Experience Based Career Education recruitment brochure was printed on February 28, 1978. The new Itawamba Junior College Experience Based Career Education dissemination fiscal 1978 brochure was printed on March 1, 1978.

The program coordinator for career education, Health, Education, and Welfare Department, Atlanta, Georgia, and the Mississippi Research and Curriculum Unit of Mississippi State University, and the third party evaluator are being informed on the progress of the Itawamba Junior College Experience Based Career Education Project.

On December 5, 1977, the Itawamba Junior College staff completed the agenda and information sheets for the National Coordinating Conference to be in Washington, D.C. on February 28, 1978.

We began mailing the Itawamba Junior College Experience Based Career Education materials to all Mississippi Junior Colleges in Mississippi on December 6, 1977.

On March 7, 1978 the Experience Based Career Education director mailed questionnaire to the Business Industry Community Education Partnership at Salt Lake City, Utah.

PUBLICITY ACTIVITIES

Publicity releases on the radio, in the newspapers and civic clubs were conducted during the fourth quarter of the Fiscal Year 1977.

The Experience Based Career Education staff during September 1977 visited area Mississippi Employment Security Commission Offices and explained the program to the counseling staffs.

An announcement concerning the Itawamba Junior College Experience Based Career Education program was written in the Tupelo Daily Journal Newspaper "What's Happening" on October 4, 1977.

The Experience Based Career Education program was mentioned in the Career Information Seminar article in "Smoke Signals", Itawamba Junior College Newsletter on October 17, 1977.

The Experience Based Career Education program was featured in the Itawamba Junior College Basketball Program 1977-1978, on page sixteen in November 1977.

During September, 1977 the on-site analyst, Ms. Linda Partlow, conducted radio interviews at WAMY radio station in Amory, Mississippi and WCPC at Houston, Mississippi.

During November, 1977 the on-site analyst, Ms. Linda Partlow, compliled articles on non-traditional roles for "Career Corner."

The on-site analyst developed a Yellow Pages of Community Resources involving thirty clock hours of staff time. A series of slides was also developed for Experience Based Career Education publicity.

Ms. Linda Partlow, on-site analyst presented program to the following civic clubs on the indicated dates:

(A) Amory Lions Club on March 6, 1978
(B) Verona Lions Club on February 6, 1978
(C) Amory Kiwanis Club on February 10, 1978
(D) Hamilton Lions Club on February 14, 1978
(E) New Albany Lions Club on February 16, 1978
(F) Guntown Lions Club on February 26, 1978
(G) Tremont Lions Club on January 26, 1978
(H) Fulton Lions Club on February 20, 1978
(I) Mooreville Lions Club on January 9, 1978
(J) Tupelo Civitan Club on January 19, 1978

During May 1978 Dr. Bill Mattison, Experience Based Career Education Director, discussed the new satellite campuses for January 1979 with the following administrators: Mr. Leroy Belk, Superintendent of Lee County Schools; Mr Gene Turner, Vocational Counselor at Pontotoc-Ridge Vocational School; Mr. Brown, Principal at Mantachie High School; Mr. Charles Spencer, Superintendent of Itawamba County Schools; Mr. Lindsey, Principal of Shannon High School; and Mr. James Anderson, Superintendent of Okolona City Schools.

PROGRESS ON DATA COLLECTION AND EVALUATION

The third-party evaluation included interviewing, scoring, analysis and report writing. The evaluation plan will compare objectives and accomplishments, determine problem areas, and point out successful aspects. Through interviewing and validated instruments, the evaluation design considers process and outcome objectives in terms of measurable growth.

The Research and Curriculum Unit is an objective, external evaluator. The Unit is not considered an employee or consultant. The Research and Curriculum Unit is not involved with the Experience Based Career Education project operation.

The evaluative team visited the Itawamba Junior College Experience Based Career Education project during fiscal year 1978. Dr. David Morse from the Research and Curriculum Unit team evaluated job sites, learning resource center usage and student files during the fiscal year 1978.

Data collection included the pre-testing and post-testing usage of the Career Maturity Inventory with the post-secondary students and the Career Maturity Inventory and CTBS with the secondary level Experience Based Career Education enrollees.

On February 16, 1978 Dr. David Morse, third party evaluator from Mississippi State University, visited the Hamilton High School satellite campus at Hamilton, Mississippi, and evaluated the learning resource center, on-site placement, orientation activities, and had conferences with Mr. Jimmy Dahlem, principal, and Mr. Jimmy Moore, guidance counselor.

The Itawamba Junior College Experience Based Career Education project was evaluated on April 3 and 4, 1978 by the Office of Education team composed of Ms. Ellen Lyles, Program Officer; Dr. David Morse, Third Party Evaluator, Mr. Don Campbell, Director of the Memphis Experience Based Career Education project; and Ms. Betty Wong, Mississippi State Department of Education.

OTHER ACTIVITIES

The Appalachian Educational Laboratory provided possible sources of services and information to enhance the progress of our Experience Based Career Education project.

The Experience Based Career Education director served as member of the Itawamba Junior College Tupelo Campus Curriculum Committee for the fiscal year 1978.

The Experience Based Career Education staff ordered and began using the viewdeck at the Itawamba Junior College Tupelo Campus on February 9, 1978.

The Experience Based Career Education staff members are listed in the 1978 Itawamba Junior College Speakers Bureau Bulletin.

On February 6, 1978 Mr. Mike Price, Career Education Counselor with the Mississippi Appalachian Manpower Consortium project met with the Experience project met with the Experience Based Career Education staff at a regular weekly Experience Based Career Education meeting.

The Experience Based Career Education staff participated in the Career Development Workshop Series on May 15, 1978.

STAFF EMPLOYMENT AND UTILIZATION

The Experience Based Career Education program at Itawamba Junior College utilizes the management plan, materials, strategies, and techniques developed by the National Institute of Education Appalachia Educational Laboratory. This committment includes the on-site analysis techniques, the employer orientation and recruitment techniques and the individualized, flexible, and open-entry, open-exit, student learning plans.

The Director of the Experience Based Career Education program coordinates the over-all program and sets responsibilities to insure that program objectives are being met. The Director communicates frequently with the Community Advisory Council, State Department of Education, local school districts, and the community at large. The On-site Analyst organizes experience sites following the procedures of the Appalachia Educational Laboratory to insure that sutdents have available work experiences categorized under the major worker-trait group headings to meet the objectives outlined by the proposal. The On-Site Analyst communicates with on-site resource persons and community agencies. The Itawamba Junior College Experience Based Career Education program consists of three Learning Coordinators. The Learning Coordinator functions to provide an individualized, instructional, site experience program for each student to the extent that each student receives optimum academic development while simultaneously applying it to the practical world of work. In addition to communicating with the student in meeting individual needs, the Learning Coordinator informs instructors, Adult Basic Education, Guidance, and Learning Resource Center staff of students' needs and objectives. The EBCE Secretary will perform secretarial duties, maintain student records and function as placement coordinator in keeping the Log for Monitoring Resource Person Availability. In addition to the Experience Based Career Education staff the student has the following services available through Itawamba Junior College: (1) Guidance, (2) Learning Resource Center, (3) Adult Basic Education and (4) I.J.C. Instructional Staff. All Experience Based Career Education staff members are full-time, 12-month employees.

The Career Development Center houses the regular college guidance counselors including the veterans affairs counselor, CETA/MDTA counselor, the director of student services, evening college counselor, M.A.M.C. career counselor, director of the M.A.M.C., EBCE on-site analyst, two EBCE learning coordinators, and the director of the EBCE project. One EBCE learning coordinator is hous at the Itawamba Junior College.

In addition there are five clerical employees including the Experience Based Career Education secretary, M.A.M.C. secretary, and three Guidance Department secretaries.

The Experience Based Career Education program has the following campuses: the Itawamba Junior College Tupelo Campus which houses the EBCE director, the EBCE on-site analyst, two EBCE Learning Coordinators, and one EBCE secretary; the Itawamba Junior College Fulton Campus which houses one EBCE learning coordinator; three satellite locations at Hatley, Hamilton, and Okolona High Schools which are visited one day per week by an individual learning coordinator.

The learning coordinator works with secondary level seniors within the EBCE project on that day each week and is on the college campus the remainder of the week. The on-site analyst develops sites as needed.

The availability of the career education counselor in the Mississippi Appalachian Manpower Consortium Program and the regular college counselors in the Student Development Center provides the needed individualized general counseling for Experience Based Career Education students as a supplement to the EBCE career exploration and orientation.

On February 27, 1978 at nine o'clock a.m. the Experience Based Career Education Director met with the administrative council to analyze efforts toward implementation of services provided by the coordinator of program services, a new college position funded through the Mississippi Vocational Department of Education.

On March 1, 1978 the Experience Based Career Education project director provided technical assistance to the Itawamba Junior College Tupelo campus administration in the area of the local vocational plan for 1978.

On March 8 and 9, 1978 Ms. Linda Partlow, on-site analyst, and Dr. William H. Mattison, Experience Based Career Education project director, participated in the completion of the Itawamba Junior College 1978 local plan within the areas of special activities, special programs, and student policies.

On February 7, 1978 the Experience Based Career Education staff conducted a workshop for the Distributive Education Clubs of America conference at 10:15 a.m. Approximately one-hundred fifty students from area high schools were involved in the conference.

On December 14, 1977 a video tape of the Experience Based Career Education enrollees at Okolona School was directed by Ms. Audrey McFarland, learning coordinator.

On February 20, 1978 Ms. Linda Partlow, on-site analyst, presented a workshop on sex-bias and stereotyping to the senior class at Saltillo High School in Saltillo, Mississippi.

The Experience Based Career Education staff participated in the survey of secondary seniors' post secondary goals in the Itawamba Junior College district on March 3, 1978. The Experience Based Career learning coordinators and project director participated in the designing and execution of the survey.

STAFF DEVELOPMENT

The Experience Based Career Education director participated in a sex-bias and stereotyping workshop under the direction of the Mississippi State Department of Education on November 23, 1977.

The Experience Based Career Education staff participated in the Tombigbee Valley Personnel and Guidance Association meeting at the Itawamba Junior College Tupelo Campus on December 8, 1977.

On February 17, 1978 at nine-thirty a.m. the Experience Based Career Education staff attended a work section on placement services conducted by Mr. Frank Martin at the Association of Mississippi Junior College Counselors at Tupelo, Mississippi. A tape was made of this workshop by the Experience Based Career Education staff.

On February 16, 1978 at ten o'clock a.m. the Experience Based Career Education project director attended a Work Section Crisis Intervention at Tupelo, Mississippi. It was conducted by Mrs. June Comolo of North Mississippi Mental Health Complex during the annual convention of the association of Missisisppi Junior College Counselors.

On February 6, 1978 at one-thrity p.m. the Experience Based Career Education and Mississippi Appalachian Manpower Consortium staff conducted a combined seminar on "Career Education' approaches at the Itawamba Junior College Tupelo.

February 27 through March 3, 1978 the Experience Based Career Education Staff attended the National AEL Conference in Washington, D.C.

The Experience Based Career Education staff participated in the workshop "Problems in Discipline" on April 17, 1978 at Itawamba Junior College Tupelo campus.

On March 29, 1978 the Experience Based Career Education staff participated in the seminar on self-image at the Itawamba Junior College Tupelo Campus.

FOURTH QUARTER ACTIVITIES

The fourth quarter began June 16, 1978 and ended September 13, 1978.

In August 1978, the Experience Based Career Education staff contacted the Mississippi Employment Security Commission office throughout the five-county area of Itawamba Junior College in order to orient the counselors to the Experience Based Career Education Program. In August, 1978, the Experience Based Career Education staff contacted area secondary school counselors and principals about the Experience Based Career Education Program.

Activities participated in during the summer of 1977 as a Learning Coordinator in the Experience Based Career Education at Itawamba Junior College were as follows:

- Contact of area secondary school counselors and principals to create an awareness of Experience Based Career Education Program activities and objectives; to advise of program modifications; and participate in recruitment of students.
- Presentation of the Experience Based Career Education Program to post-secondary students during pre-registration and participation in individual counseling for career exploration in Experience Based Career Education.
- Visits to Mississippi Employment Security Commission and like agencies to recruit students and present Experience Based Career Education to interested groups.
- Letters and personal contacts to area counselors in secondary settings to present Experience Based Career Education as well as vocational technical, and academic offerings at Itawamba Junior College for recruitment purposes.
- Research and development of available resources in Learning Resource Center for Experience Based Career Education Program.
- Participation in coordination with the Cooperative Education Department in inclusion of Experience Based Career Education in the frame work of this program.
- Participation with the Industrial Psychology Classes for inclusion of the Experience Based Career Education Program into the framework of this course.
- Participation in public relations activities with employer sites, resource persons, civic organizations, employment agencies, schools, etc.

Problems

The Experience Based Career Education staff contacted area secondary counselors and civic clubs for the purpose of providing Experience Based Career Education.

Dissemination Activities

A presentation on sex-bias was made by Ms. Linda Partlow, On-site Analyst, to the Itawamba Junior College staff on August 21, 1978.

The Experience Based Career Education Program was discussed with the MDTA and CETA counseling staff. The CETA staff will provide referrals.

In addition, current materials were sent to other Experience Based Career Education projects in the region to the Golden Triangle Experience Based Career Education project and Memphis, Tennessee Project.

During the summer of 1978 Itawamba Junior College offered the Summer S.P.E.D.Y. Program to individuals who met certain specifications in the five-county area. The Experience Based Career Education staff provided six days of career oriented activities for the 190 students in this program. One phase of the program introduced sex stereotyping and bias. Activities included marking occupations according to a male's job or female's job or either and expressing the student's reasons for marking as such. Also, an exercise was presented to inform the student on how much television is biased in the portrayal of sex roles.

On August 2, 1977, the Experience Based Career Education staff presented a workshop on "Sex Bias in Careers" and motivation for the Itawamba Junior College faculty. The purpose of the workshop was to make the faculty members aware of their own professional and personal sex biases.

The Experience Based Career Education staff is very aware of the problems in the business world with sex-bias and efforts continue daily to alleviate or improve problems in the junior college district.

Progress on Data Collection and Evaluation Plans and Procedures

(See third-party evaluation report).

Other Activities

A second year review of the Itawamba Junior College Experience Based Career Education project was conducted by the Itawamba Juior College Experience Based Career Education staff, and it was noted that modifications were needed in the operating procedures in fiscal year 1979.

The modifications included:

- The development of a centralized system of coordination Learning Resource Center activities at the secondary satellite;
- Expand campuses Experience Based Career Education activities to Cooperative Education students;
- Provide Experience Based Career Education activities to additional selected area high school seniors who could benefit from exploratory exercises. These activities will be conducted at satellite campuses.

- An expansion of the Student Development Center which houses the student counseling services, Mississippi Appalachian Manpower Consortium staff, the Experience Based Career Education staff, and Cooperative Education staff. The student will have the services of this center's entire staff; and

- The Mississippi Appalachian Manpower Consortium Career Education Counselor will assist the Experience Based Career Education staff with individual student analysis and career exploration and provide assistance with selected workshops, which the EBCE staff presently provides to non-EBCE auxilliary recipients.

Activities
Fiscal Year 1979
First Quarter

Experience Based Career Education at Itawamba Junior College is an open-entry, open-exit, full-time or part-time, tuition free program. Eligible students may be school dropouts, high school graduates, post-secondary students, secondary school seniors, or individuals not enrolled in school. This program will provide for career exploration, current occupational information, on-site work experience, and an individualized curriculum.

During the orientation period, the student, with the help of the Learning Coordinator, will select one or more occupations to explore during the on-site experience phase of the program.

The amount of time to be spent investigating each occupation will be individualized and flexible. The Learning Coordinator and the student will plan activities and review student progress. Guidance services will be available to students during this time.

After the on-site experience phase, the student will return for a wrap-up. At this time the student may choose to:

- Enter or continue a vocational, technical or academic program to prepare for a chosen occupational area, or

- Enter an occupation at the present level of training with job placement assistance.

Those students who have successfully completed the individualized program will receive Continuing Education Units (ten clock hours - one CEU). With this experience, a student will be better prepared to enter an educational program and to gain successful employment.

In a sense, EBCE looks back to a time when the entire community shared the responsibility for transitioning its youth to adulthood. Participating employers and other community resources provide facilities, equipment, supplies, and personnel to help implement the EBCE program. Analysis of community businesses to determine learning experiences that are available at these sites is conducted to create a set of learning experiences that integrate the student's academic requirements and interests.

Itawamba Junior College provides this opportunity to interested parties of Chicaksaw, Itawamba, Lee, Monroe, and Pontotoc counties.

The third year general objectives of the Experience Based Career Education program at Itawamba Junior College in Tupelo, Mississippi are as follows:

(1) Provides a program for educationally disadvantaged enrollees.

(2) Provides opportunities for career exploration.
(3) Provides an individualized program which is open-entry, open-exit, part-time, or full-time, and flexible in order to meet the enrollee's needs.
(4) Provides the enrollee with an opportunity to develop academic skills.
(5) Provides an opportunity for observation of and experience in non-traditional settings.

We have continued our expansion efforts on employer site, resource person, and student recruitment. Publicity efforts, including mass media, has extended throughout the geographical area of the Itawmaba Junior College district.

The student assessment objectives for Fiscal 1979 are as follows:

Methods	Objectives
(A) Test pre and post all EBCE high school non-graduates group CMI, (B) Pre & post test CMI non-EBCE high school non-graduates group, control shop.	I. There is no difference in the knowledge of career opportunities and the career decision-making process of (A) high school dropouts who have completed the IJC EBCE program and (B) high school dropouts presently employed or otherwise as measured by the Career Maturity Inventory (CMI).
(A) CMI pre and post test high school graduates in EBCE and also in post-secondary programs, (B) Get 30 non-EBCE high school graduates enrolled in post-secondary from IJC general population.	II. There is no difference in the knowledge of career opportunities and the career decision making process of (A) high school graduates who have completed EBCE and presently enrolled in a post-secondary program and (B) those high school graduates who did not enroll in EBCE and are presently enrolled in post-secondary program as measured by the CMI.
(A) Pre and post test CTBS Part II all secondary level EBCE enrollees (B) Pre and post test CTBS Part II 30 secondary level control non-EBCE individuals.	III. There is no difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in (A) Reading Comprehension skills as measured by the CTBS, Part II.

(A) Pre and post test CTBS Part VII all secondary level EBCE enrollees. (B) Pre and post test 30 secondary level control non EBCE individuals CTBS Part VII.	IV.	There is no difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in (A) Math Comcepts skills as measured by the CTBS, Part VII.
(A) Pre and post test CTBS Part VIII all secondary level EBCE enrollees, (B) Pre and post test CTBS Part VIII 30 secondary level control non-EBCE individuals.	V.	There is no difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in (A) Math Applications as measured by the CTBS Part VIII.

The disadvantaged student is identified by the following characteristics: If less than a high school graduate, the individual is considered educationally disadvantaged; Based upon the income criteria scale for the C.E.T.A. funded programs, a determination is made in regard to economically disadvantaged; Socially disadvantaged individuals are determined through the evaluation by the counselor during an interview.

The educationally disadvantaged client is programmed through an individualized curriculum as determined by the C.T.B.S. pre-test. A C.T.B.S. post-test will be administered at the end of the EBCE experience.

The financially and socially disadvantaged client is given the opportunity to use the services of the financial aids officer at the college as well as the vocational, academic, career and manpower counseling staff.

Publicity Activities

In September, 1978 the Experience Based Career Education staff was listed in the 1978 Itawamba Junior College Employees Directory.

In September, 1978 Dr. William Mattison, EBCE Director, presented a program on Experience Based Career Education services to the New Albany Lioness Club.

During November 1978 the Experience Based Career Education staff presented a program on Experience Based Career Education services to the Career Awareness Workshop in Tupelo, Mississippi.

On September 19, 1978 the Experience Based Career Education project was included in the Tupelo Daily Journal Special Edition on Itawamba Junior College.

On Friday, October 13, 1978 the Experience Based Career Education project was advertised in the Daily Journal in Tupelo, Mississippi.

During October, 1978 the Experience Based Career Education project services description was included in an up-dated Cooperative Education brochure.

On October 30, 1978 an Experience Based Career Education update was mailed to the resource persons involved with the Itawamba Junior College Experience Based Career Education project.

On November 3, and 4, 1978 the Experience Based Career Education staff conducted a recruitment activity at the Tupelo Mall in Tupelo, Mississippi.

On November 5, 1978 the Experience Based Career Education project was presented to the St. Andrews Men's Club in Amory, Mississippi.

Dissemination Activities

During October, 1978, the Experience Based Career Education "Community is a Classroom" newsletter was mailed to resource persons in the Itawamba Junior College district.

On October 3, 1978 Ms. Linda Partlow, On-Site Analyst, participated in a city-wide Title IX Workshop in Memphis, Tennessee.

On October 6, 1978 the Experinece Based Career Education staff presented dissemination information to Ms. Carol Barber of the Evergreen, Alabama Experience Based Career Education project.

On October 23, 1978 Ms. Bettye Coggin, Learning Coordinator, disseminated Itawamba Junior College Experience Based Career Education data to Ms. Linda Olson, Experience Based Career Education, Project Director, in Laramie, Wyoming.

On October 1978, the Itawamba Junior College Experience Based Career Education update material was mailed to educational institutions throughout the Mississippi area.

On November 2, 1978, Ms. Linda Partlow, On-Site Analyst, presented a dissemination program at the Southern College and Personnel Association Convention in Memphis, Tennessee.

On November 7, 1971, the Experience Based Career Education dissemination materials were mailed to Dr. Jim Hay, Vocational Counselor, at Marysville, California.

On November 8, 1978, the Experience Based Career Education dissemination materials were mailed to Dr. Robert B. Kimnel, Director of Student Services at Florida State University, Florida.

On November 9, 1978, the Experience Based Career Education dissemination materials were mailed to Dr. Daren Hutchinson, Supervisor of Career Planning and Placement at Spartanburg Methodist College in South Carolina.

On November 10, 1978, the Experience Based Career Education dissemination materials were mailed to Dr. Richard Cooper, Director of Career Education at Columbia Community College in Tennessee.

On November 13, 1978, the Experience Based Career Education staff provided a workshop for the Training and Placement project from north Mississippi.

On November 14, 1978, the Experience Based Career Education staff conducted the eighth Community Advisory Council at the Itawamba Junior College Tupelo Campus.

On November 15, 16, and 17, 1978, the Itawamba Junior College Experience Based Career Education staff presented a dissemination program to the Mississippi Personnel and Guidance Association Convention in Jackson, Mississippi.

On November 28, 1978, Dr. William H. Mattison, Experience Based Career Education Project Director, provided a workshop of information to the principals of Becker School, Amory Vocational Complex, Smithville High School, and Greenwood Springs School in Monroe County, Mississippi.

On November 29, 1978, the Experience Based Career Education staff presented a program to the "Displaced Homemakers Workshop" Itawamba Junior College, Tupelo Campus in Tupelo, Mississippi.

Progress on Data Collection and Evaluation

The Experience Based Career Education enrollees were pre and post tested during the first quarter of fiscal year 1979 as completions occurred. The evaluation plan utilizing the CMI and CTBS was conducted according to schedule.

The second year fiscal 1978 annual report, was mailed to Dr. David Morse, Third-party evaluator during October, 1978.

The Control groups at both the secondary and post-secondary classification levels were established at the Itawamba Junior College, Tupelo Campus and Smithville High School in Monroe County.

On October 13, 1978, Dr. David Morse, Third Party Evaluator, Mississippi State University, Starkville, Mississippi mailed 200 machine scorable answer sheets to be used for the CMI testing.

On October 13, 1978, Dr. William H. Mattison, Experience Based Career Education Project Director, mailed the fiscal 1979 testing and evaluation plan to Dr. David Morse, Third-party Evaluator, Mississippi State University.

In September, 1978, Dr. William H. Mattison, Experience Based Career Education Director, Tupelo Campus, Itawamba Junior College, mailed a verification letter pertaining to the project insurance coverage to Mr. Larry Braaten of the United States Office of Education.

On October 3, 1978, the agreement forms for the third party evaluation were mailed to Mississippi State University.

On September 28, 1978, the fiscal year 1979 project contract was sent to Mr. William Jaggers, Itawamba Junior College, Tupelo Campus Director, and Dr. W. O. Benjamin, Itawamba Junior College President.

Enrollment data sheets for fiscal year 1979 were prepared on November 1, 1978.

On November 2, 1978, Dr. David Morse, Third-party Evaluation, Mississippi State University, and Dr. William Mattison, Itawamba Junior College Experience Based Career Education Director, visited the Experience Based Career Education satellite campus at Hatley, Mississippi.

On December 13, 1978, Dr. William Mattison discussed the fiscal year 1978 annual report with Dr. David Morse, Third-party Evaluator at Mississippi State University, Starkville, Mississippi.

During September 1978, Mrs. Bettye Coggin, Experience Based Career Education Learning Coordinator, was selected to serve on the Itawamba Junior College Faculty Association Nomination Committee for Association Officers.

Other Activities

The Itawamba Junior College Experience Based Career Education program secured additional liability coverage on August 30, 1978 to cover fiscal year 1979.

The Itawamba Junior College Experience Based Career Education Project Director disseminated data to the Appalachian Educator during October, 1978.

On October 4, 1978, Dr. William Mattison, Itawamba Junior College, Experience Based Career Education Project Director, participated in the TVPGA Executive Committee Meeting.

On October 20, 1978, Dr. William Mattison, Experience Based Career Education Director, was nominated as a member to the Mental Health Association of Mississippi and is currently serving as president of the Monroe County Mental Health Association.

On November 3, 1978, Dr. William Mattison, Itawamba Junior College Experience Based Career Education Project Director, participated in an open-house at the West Amory Neighborhood Service Center.

The Experience Based Career Education staff was involved with the Personal Development Class on November 7, 1978.

On November 7, 1978, the Experience Based Career Education staff was oriented to the responsibilities of Mr. Steve Monts, Coordinator of Public Service Agencies.

On November 1, 1978, Dr. William Mattison, Experience Based Career Education Director, was involved in the Amory North Monroe Chamber of Commerce and Development Council Banquet.

During the first quarter of the fiscal year 1979, Dr. William Mattison, Experience Based Career Education Director, is serving as a member of the Amory North Monroe County Chamber of Commerce and Developmental Council.

During fiscal year 1979 Dr. William Mattison is serving as a member of the Southern College and Personnel Association.

During fiscal year 1979, Dr. William Mattison is serving on the Mississippi Personnel and Guidance Association Committees on Aging and Research.

On November 30, 1978, Dr. William Mattison, Experience Based Career Education Director, visited the Tupelo Luncheon Civitan Club.

Staff Employment and Utilization

During September 1978, the three (3) Experience Based Career Education satellite campuses of Hatley, Hamilton, and Houlka began receiving Experience Based Career Education services.

On September 13, 1978, the Experience Based Career Education staff received information concerning the activities of the RESA services.

On September 20, 1978, the Hatley High School Experience Based Career Education seniors received four (4) hours of on-campus orientation at Itawamba Junior College, Tupelo Campus.

During September 1978, Mrs. Elizabeth Newsom, Experience Based Career Education Learning Coordinator provided workshops for the Distribution and Marketing Technology and Fashion Merchandising Technology for seminars.

In September 1978, the infusion of Experience Based Career Education services into Cooperative Education was outlined in the one semester hour seminar program.

During September 1978, the utilization of related Itawamba Junior College staff was included in the 1978 Itawamba Junior College catalog.

In September 1978, an orientation agenda for secondary Experience Based Career Education seniors was concluded.

On October 2, 1978, Dr. William Mattison, Experience Based Career Education Director, visited the Houlka satellite campus.

On October 5, 1978, Ms. Linda Partlow, On-Site Analyst, conducted a workshop on sex-bias for the Vocational Department at Fulton High School.

On October 2, 1978, Dr. William Mattison, Experience Based Career Education Director, presented a workshop on motivational skills to the New Albany Lioness Club in New Albany, Mississippi.

On October 10, 1978, Dr. William Mattison, Experience Based Career Education Director, presented a motivational program to twenty-five (25) auxilliary recipients at the Itawamba Junior College, Tupelo Campus evening division.

On October 10, 1978, Dr. William Mattison, Experience Based Career Education Director, visited the Hatley High School and Hamilton High School satellite Experience Based Career Education Campuses.

On October 11, 1978, Dr. William Mattison presented the fiscal year 1978 annual report draft to Dr. David Morse, Third-party Evaluator at Mississippi State University at Starkville, Mississippi.

On October 11, 1978, the Experience Based Career Education staff presented a Communications Workshop to an evening post-secondary college class at Tupelo, Mississippi.

On October 17, 1978, Dr. William Mattison, Experience Based Career Education Director, visited the Amory Schools for Public Relations and site visitation.

On October 19, 1978, Dr. William Mattison, presented a workshop to twenty-eight auxilliary recipients in the Itawamba Junior College evening division.

On October 19, 1978, the Experience Based Career Education staff presented a workshop to the Houston High School seniors at the Itawamba Junior College, Tupelo Campus.

On October 20, 1978, Dr. William Mattison, Experience Based Career Education Director, was appointed to the Itawamba Junior College Handicapped Self-Evaluation Committee.

On October 23, 1978, the Experience Based Career Education staff presented a workshop to (30) thirty auxilliary recipients at the Itawamba Junior College Tupelo Campus evening division.

During October 1978, a new brochure on the Itawamba Junior College Learning Resource Center was utilized by the Experience Based Career Education staff.

During November 1978, the Itawamba Junior College Experience Based Career Education staff provided an information program to the R.T.P., Inc. Project of Tupelo, Mississippi. Twenty-three (23) additional sites were developed during August to October 1978.

On November 8, 1978, Dr. William Mattison, Experience Based Career Education Director, participated in a planning Administrative Meeting involving planning for the Displaced Homemakers Group Workshops.

On November 7, 1978, Dr. William Mattison, Experience Based Career Education Director, was appointed to the Planning for an Awareness Workshop to be conducted for displaced homemakers.

On November 14, 1978 the Experience Based Career Education staff provided workshops on sex-bias to seventy (70) North Pontotoc High School seniors.

On November 3, 4, 10, and 11, 1978, the Experience Based Career Education staff provided recruitment at Tupelo Mall, Tupelo, Mississippi.

On November 21, 1978, the Experience Based Career Education staff presented a workshop to (20) twenty auxilliary recipients from Shannon Junior High School.

On November 29, 1978, Mrs. Bettye Coggin, Experience Based Career Education Learning Coordinator, provided a workshop on Movtivational Skills to a group of displaced homemakers.

On December 1, 1978, the Experience Based Career Education staff provided a workshop on Interviewing and Experience Based Career Education for the South Pontotoc High School students. Eighty (80) seniors participated in this workshop.

During November and December 1978, Ms. Audrey McFarland has participated in orientation activities and dissemination activities. Also, Ms. McFarland, Learning Coordinator, has participated in recruitment activities, publicity activities and is coordinating Experience Based Career Education activities at Houlka High School satellite campus.

During September, Ms. Bettye Coggin, Experience Based Career Education Learning Coordinator conducted recruitment of Special Education students and coordination of Special Education Experience Based Career Education programs.

During December 1978, Ms. Bettye Coggin initiated development of Experience Based Career Education satellite campus, Shannon High School, as an additional satellite campus for Experience Based Career Education program.

During December 1978, Ms. Bettye Coggin, Learning Coordinator, conducted interviews for Itawamba Junior College's Secretarial Department for their Personal Development class.

During September 1978, Ms. Bettye Coggin, Experience Based Career Education Learning Coordinator, administered the Able, Kuder, Self-Directed Search, and CMI for Experience Based Career Education students.

During September, Ms. Bettye Coggin, Experience Based Career Education Learning Coordinator developed a schedule of activities for satellite administrators and teachers, as well as the Director of Experience Based Career Education, and arranged meetings and schedules with administrators of Special Education at Itawamba Junior College for Experience Based Career Education participation with these students.

During September, Ms. Bettye Coggin, Experience Based Career Education Learning Coordinator, coded student follow-up forms for computer.

During October, 1978, Ms. Linda Partlow, Experience Based Career Education On-Site Analyst, recruited sites for Experience Based Career Education on-site activity at Peoples Bank and Trust, North Mississippi Medical Center, Aberdeen Monroe County Hospital, Sanderson Construction, Dr. H. V. Watson, Hamilton High School, and Kerr McGee.

During October, 1978, Ms. Linda Partlow conducted four (4) sex equity workshops which were held at the Itawamba Agricultural High School for the Vocational and Technical teachers and for three (3) Itawamba Agricultural High School Cooperative Education classes.

Ms. Linda Partlow, On-Site Analyst, conducted (13) sex equity workshops for Experience Based Career Education students, Cooperative Education students, Distribution and Marketing Technology students during September, 1978.

During September, 1978, Ms. Linda Partlow, On-Site Analyst, contacted three (3) potential sites: Pontotoc County Health Department, Bank of Amory, and Conoco Chemicals.

Staff Development

During September through December 1978, the Experience Based Career Education staff participated in an in-service program on "Coping with Kids."

On September 29, 1978, Ms. Linda Partlow, Experience Based Career Education On-Site Analyst, participated in a workshop on Sex-Equity at Tupelo, Mississippi.

On October 5, 1978, Experience Based Career Education materials were presented to the Mississippi Appalachian Manpower Consortium Meeting of Secondary Vocation Directory at Tupelo, Mississippi.

On October 10, 1978, the Experience Based Career Education staff participated in the Tombigbee Valled Personnel and Guidance Association Convention at Tupelo, Mississippi.

On October 17, 1978, the Experience Based Career Education staff assisted with the Personal Development Class at Tupelo, Mississippi.

On October 17, 1978, the Experience Based Career Education staff attended a Workshop on Career Awareness in Daytona Beach, Florida.

On October 23, 1978, the Experience Based Career Education staff received information from a session on attitudes through the "Adventures of Attitudes" program in Tupelo, Mississippi.

On October 24, and 26, 1978, Dr. William Mattison, Experience Based Career Education Director received certification and training as a leader of Vocational Exploration Groups. The training was conducted by the University of Mississippi.

On October 23, 1978, the Experience Based Career Education staff attended a workshop on Small Business Administration in Tupelo, Miss.

On October 30, 1978, an Itawamba Junior College representative received information about Motivational Techniques at a Workshop at the Holiday Inn in Tupelo, Mississippi.

During November, 1978, the Itawamba Junior College Experience Based Career Education staff attended the Mississippi Personnel and Guidance Association Convention in Jackson, Mississippi.

During November, 1978, communications were transacted with Dr. Donald Anderson, Program Manager of the Anoka, Minnesota Experience Based Career Education Project, as to the third-annual AEL Experience Based Career Education Conference.

On November 17, 1978, Ms. Bettye Coggin, Experience Based Career Education Learning Coordinator, attended a workshop on Life Transitions in Tupelo, Mississippi.

On November 14, 1978, Ms. Bettye Coggin, Learning Coordinator, Experience Based Career Education, attended a workshop on Suicide Prevention Counseling at Tupelo, Mississippi.

On November 20, 1978, Ms. Bettye Coggin, Experience Based Career Education Learning Coordinator, attended a Workshop on "Dying" at the North Mississippi Medical Center.

Fiscal Year 1979

Second Quarter

Publicity Activities

On December 16, 1978, Dr. Bill Mattison, Experience Based Career Education Director, presented an Experience Based Career Education program to the Amory Lions Club.

On January 2, 3, and 4, 1979, the Experience Based Career Education staff assisted with Itawamba Junior College registration services through information displays.

On January 8, 1979, the Experience Based Career Education staff presented an introduction to Experience Based Career Education services to the Shannon High School satellite campus senior faculty.

On February 9 and 10, 1979, the Experience Based Career Education staff presented displays at the Tupelo Mall celebrating American Vocational Education Week.

On February 15, 1979, Ms. Linda Partlow, On-Site Analyst for Experience Based Career Education presented a program to the Pontotoc Lions Club in Pontotoc, Mississippi.

Dissemination Activities

On January 23, 1979, Dr. William Mattison, Experience Based Career Education Director, discussed mutual Experience Based Career Education concerns with Mr. Dan Campbell, Experience Based Career Education Director of the Memphis Experience Based Career Education in Memphis, Tennessee.

On January 31, 1979, up-dated listings of new sites were developed.

On February 9, 1979, the Itawamba Junior College Experience Based Career Education staff provided in-service activities for the Itawamba County Vocational Complex at Fulton, Mississippi in establishing a local Experience Based Career Education Project for 1980.

On February 12, 1979, Dr. Saucier of Manatee Junior College at Bradenton, Florida visited the Itawamba Junior College Experience Based Career Education project.

On February 19, 1979, Ms. Elizabeth Newsom, Experience Based Career Education Learning Coordinator, met in Fulton, Mississippi with Ms. Broom of the American Legion to discuss orientation dissemination acitivties to local American Legion units in Mississippi.

On February 20, 1979, Dr. William Mattison, Experience Based Career Education Director, discussed the Y.E.T.P. project with Mr. Jamison, Lift Director in Tupelo, Mississippi.

During February 1979, an enrollment report relating to January 1, 1979 to February 1, 1979 was distributed to Itawamba Administrative staff, Community Advisory Council members and department heads.

An Experience Based Career Education Up-date Report was presented to the Itawamba Junior College staff during February, 1979.

On February 2, 1979, an up-dated Fiscal Year 1979 summary of the Itawamba Junior College Experience Based Career Education Project Enrollment was compiled and distributed to the Itawamba Junior College staff.

On January 11, 1979, Dr. William Mattison, Experience Based Career Education Director, communicated with Mr. Charles Spencer, Itawamba County Superintendent of Education, pertaining to the Mantachie High School Experience Based Career Education satellite campus for the second semester of Fiscal Year 1979.

On January 11, 1979, Dr. William Mattison, Experience Based Career Education Director, corresponded with Mr. Clyde Lindley, Principal of the Hatley High School Satellite Experience Based Career Education campus, thereby, expressing appreciation for the cooperation and privilege of serving the Experience Based Career Education seniors at Hatley during the first semester of Fiscal Year 1979.

In January, 1979, Dr. William Mattison, Experience Based Career Education Director, corresponded with Mr. Jimmy Dahlem, Principal of Hamilton High School at Hamilton, Mississippi.

On January 11, 1979, Dr. William Mattison, Experience Based Career Education Director, contacted Mr. Leroy Belk, Lee County Superintendent of Education, and expressed appreciation for the privilege of providing Experience Based Career Education services to seniors at Shannon High School in Shannon, Mississippi during the second semester of Fiscal Year 1979.

On January 11, 1979, Dr. William Mattison, Experience Based Career Education Director, contacted Mr. Winslow Cox, Monroe County Superintendent of Education, and expressed appreciation for the privilege of providing Experience Based Career Education services to the seniors at Hatley High School and Hamilton High School during the first semester of Fiscal Year 1979.

On January 11, 1979, Dr. William Mattison, Experience Based Career Education Director, contacted Mr. Edwin Hathcock, Principal of Smithville High School and expressed appreciation for the cooperation demonstrated during the secondary level Control Group testing during December 1978.

On January 26, 1979, the Itawamba Junior College Experience Based Career Education staff was nominated to present a dissemination program to the Mississippi Vocational Conference during July, 1979.

On February 12, 1979, Dr. William Mattison, Experience Based Career Education Director, mailed Professional Personnel Duty Sheets in Experience Based Career Education to Dr. Mary Klaurens of the University of Minnesota.

On March 7, 1979, copies of the Itawamba Junior College Experience Based Career Education Fiscal Year Annual Report for September 14, 1977 through September 13, 1978 were mailed to the Community Advisory Council members.

Other Activities

On January 18, 1979, Dr. William Mattison, Experience Based Career Education Director, attended a Mississippi Research and Development Seminar on employment needs in Mississippi at Amory, Mississippi

On February 3, 1979, Dr. William Mattison, participated in the Lions International District Convention.

On February 22, 1979, Dr. William Mattison, Experience Based Career Education Director, attended a meeting wiht the Mississippi Research and Development Center involving industrial location and recruitment at Amory, Mississippi.

Progress on Data Collection and Evaluation

On January 3, 1979, the testing records were mailed to the third-party evaluators at Mississippi State University in Mississippi State, Mississippi.

On January 12, 1979, five (5) copies of the first quarterly report Fiscal Year 1979 were mailed to the Office of Health, Education, and Welfare, in Washington, D. C.

On January 12, 1979, a copy of the first quarterly report was mailed to Dr. David Morse, Third-party Evaluator at Mississippi State University.

On January 16, 1979, Dr. William Mattison, discussed the Fiscal Year 1978 annual report with Dr. David Morse, third-party evaluator at Mississippi State University, Mississippi State, Mississippi.

On January 30, 1979, Dr. David Morse, Third-party evaluator from Mississippi State University visited the Itawamba Junior College Tupelo Campus, Itawamba Junior College Fulton Campus, and the Hatley High School satellite campus.

On February 7, 1979, the Tremont High School Control Group was pre-tested with the CMI and CTBS instruments.

On February 5, 1979, the Post-secondary, Pre-test Control Group at Itawamba Junior College Tupelo Campus was evaluated with the CMI pre-test.

On January 22, 1979, Dr. William Mattison, Experience Based Career Education Director mailed the Fiscal Year 1979 testing data on Experience Based Career Education and Control Population to Dr. David Morse, Third-party Evaluator at Mississippi State University.

On January 11, 1979, a copy of the first quarterly report of Fiscal Year 1979 was mailed to Mr. William Jaggers, Vocational Director at Itawamba Junior College, Tupelo Campus.

Staff Employment and Utilization

On January 11, 1979, the Experience Based Career Education staff participated in the Tennessee-Tombigbee Waterway Conference on minorities at the Itawamba Junior College, Tupelo Campus.

On January 12, 1979, a copy of the first quarterly report Fiscal Year 1979 was mailed to Dr. W. O. Benjamin, President of Itawamba Junior College.

On January 16, 1979, Dr. William Mattison, Experience Based Career Education Director; discussed the Itawamba Junior College Experience Based Career Eduction Project with Dr. Dodrill of the Office of Health, Education,and Welfare in Washington, D. C.

On January 18, 1979, the Experience Based Career Education staff presented an in-service program to the Pontotoc-Ridge faculty members who are involved with Experience Based Career Education enrollees.

On January 19, 1979, Dr. William Mattison, Experience Based Career Education Director, discussed the Experience Based Career Education Control Campus needs at Tremont High School with Mr. James Reeves, Principal, Mr. Dock Walls, Counselor, and Mr. Robinson, Assistant Principal.

On January 25, 1979, Dr. William Mattison, Experience Based Career Education Director, discussed the AEL National Convention Fiscal Year 1979 with Dr. Steve Hyre of the AEL in Charleston, W. Va.

On January 26, 1979, current data was given to the Itawamba Junior College Bulletin committee for fiscal year 1980.

On February 5, 1979, Dr. William Mattison, Experience Based Career Education Director, discussed projected Experience Based Career Education Enrollment for Fiscal Year 1979 with the Office of Health, Education, and Welfare, Washington, D. C.

On February 6, 1979, Mrs. Elizabeth Newsom, Experience Based Career Education Learning Coordinator, and Ms. Linda Partlow, On-Site Analyst, arranged for an Experience Based Career Education enrollee to go on-site with the Educational Specialist at the Memphis Zoo.

On February 13, 1979, the Community Advisory Council Quarterly Meeting was conducted at Itawamba Junior College, Tupelo Campus.

On February 19, 1979, Dr. William Mattison, Experience Based Career Education Director, presented a preliminary proposal summation to Mr. William Jaggers, Itawamba Junior College Tupelo Campus Director, to analize a possible funding source for Fiscal Year 1980.

On February 20, 1979, Learning Coordinator, Ms. Bettye Coggin, arranged for a tour of upholstery auxilliary recipients to Futorian Manufacturing Company.

On February 27, 1979, Dr. William Mattison, Experience Based Career Education Director, conducted a communication workshop to a group of auxilliary recipients who were displaced homemakers at Itawamba Junior College, Tupelo.

In January 1979, Ms. Bettye Coggin, Learning Coordinator, recruited twenty-two Experience Based Career Education secondary seniors at Shannon High School.

In January 1979, Ms. Audrey McFarland recruited thirty (30) Experience Based Career Education secondary seniors at Pontotoc-Ridge Vocational Complex.

During January 1979, Ms. Elizabeth Newsom recruited twenty-one (21) Experience Based Career Education secondary seniors at Mantachie High School.

On February 5, 1979, Dr. William Mattison, Experience Based Career Education Director, presented an auxilliary in-service to twenty-five (25) auxilliary recipients.

On February 16, 1979, a letter of appreciation from Mr. William Jaggers, Itawamba Junior College Vocational-Technical Director was received which pertained to the Itawamba Junior College Experience Based Career Education staff involvement in the Mall Displays during American Vocational Education Week.

On January 24, 1979, the Itawamba Junior College Experience Based Career Education staff participated in the conference with Ms. Sue Beard of the Mississippi Employment Security Commission at Tupelo, Mississippi.

On January 31, 1979, the first quarter Fiscal Year 1979 financial

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reports were mailed to the Itawamba Junior College Business Office at Fulton, Mississippi.

During January 1979, Ms. Audrey McFarland, Learning Coordinator, developed a Career Resource Center Assignments Sheet and Bibliography for secondary seniors.

On February 28, 1979, Dr. William Mattison, Experience Based Career Education Director, was appointed as a member of Advisory Committee for Vocation Education Program to reduce Sex Bias for local plan.

Staff Development

On January 10, 1979, the Experience Based Career Education staff participated in an Itawamba Junior College staff in-service in Tupelo, Mississippi.

On January 25, 1979, Dr. William Mattison, Experience Based Career Education Director, and Ms. Linda Partlow, On-Site Analyst participated in a meeting with railroad officials at the Pontotoc Lions Club, Pontotoc, Mississippi.

On January 26, 1979, a workshop with referral agencies was conducted at the Itawamba Junior College, Tupelo Campus.

On January 29, 1979, a program for area secondary principals and vocational counselors was conducted at Itawamba Junior College, Tupelo Campus.

On February 1 and 2, 1979, Ms. Linda Partlow, On-Site Analyst, attended sessions of Continuing Education Workshops at Itawamba Junior College, Tupelo Campus.

On February 8 and 9, 1979, Ms. Linda Partlow, Experience Based Career Education On-Site Analyst, attended sessions of Continuing Education Workshops at Itawamba Junior College, Tupelo Campus.

On February 14, 1979, the Experience Based Career Education staff met with Mr. William Jaggers to discuss Experience Based Career Education continuation prospects.

On February 15, and 16, 1979, Dr. William Mattison, Experience Based Career Education Director, attended the Fiscal Year 1979 Association of Mississippi Junior College Counselors Annual Convention at Jones County Junior College in Laurel, Mississippi.

On February 19 and 20, 1979, Ms. Linda Partlow, Experience Based Career Education On-Site Analyst, attended the National AEL Convention in San Antonio, Texas.

On February 23, 1979, the Itawamba Junior College Experience Based Career Education staff had a workshop dealing with orientation activities, dissemination activities, and enrollment.

During February 1979, Dr. William Mattison, Experience Based Career Education Director, corresponded with the National Experience Based Career Education Association in Washington, D. C.

During February 1979, Dr. William Mattison, Experience Based Career Education Director, discussed the Experience Based Career Education Project with Dr. Bob Critchfield of the Office of Health, Education and Welfare.

On January 10, 1979, the Experience Based Career Education staff participated in an Itawamba Junior College faculty in-service program at Tupelo, Mississippi

On February 2, 1979, the Experience Based Career Education staff attended a seminar on consortial approach to Educational problems at Tupelo, Mississippi.

EXPERIENCE BASED CAREER EDUCATION
TOTAL STAFF ACTIVITIES
TOTAL STAFF ACTIVITIES FOR JUNE, JULY, AND AUGUST 1979

I. Experience Based Career Students' Activities

A. Coordinate Experience Based Career Education activities with non-school and post-secondary students - (Estimate 50)

B. Coordinate auxiliary activities performed by EBCE staff

C. Promote good public relations through site follow-ups; student follow-up; student recruitment; and provision of career workshops for other Itawamba Junior College programs and public service agencies

D. Collect test data from Experience Based Career Education students for Mississippi State University Experience Based Career Education Third Party Evaluation

E. Review, analyze, and order additional needed materials for Experience Based Career Education Career Resource Centers

F. Conduct Experience Based Career Education past-student follow-up survey of Experience Based Career Education program:

1. organize data to evaluate survey
2. compile student data returned on survey
3. listing of returned student forms
4. phoning of students whose forms were not returned
5. analyze data on survey
6. compile a report of follow-up evaluation survey
7. submit statistics of follow-up survey to Mississippi State University Third Party Evaluator

G. Write case studies on Experience Based Career Education participants

H. Develop Experience Based Career Education student activities to be used in orientation phase of program

I. Complete student folders and close out in-active files

J. Provide exploration on job sites for Experience Based Career Education students

1. counsel students in desired sites for exploration
2. arrange initial interview to place student on-site
3. complete student placement forms, student evaluation forms by resource person, and student schedule
4. review student letter of introduction and resume
5. follow-up student progress and participation on site visits
6. follow-up student site placement with phone call or letter to employer site

K. Provide needed testing for EBCE students

1. required Career Maturity Inventory - pre and post-testing
2. compile, copy, and send tests to Mississippi State University Third Party Evaluator
3. administer interest inventories - Kuder - Self-Directed Search
4. required aptitude testing - CTBS - Math and Reading for secondary students only

L. Analyze hours on-site by individual students

1. record, report, and reward - Continuing Education Units (1-CEU for each 10 hr. accumulation of on-site participation

M. Closing out current Health, Education, and Welfare guideline records and reports and initiating the new Experience Based Career Education project guidelines

II. Dissemination Activities

A. Re-write materials to be used in dissemination of Experience Based Career Education activities

B. Collect materials' lists for the new Experience Based Career Education installations in reference for their Career Resource Centers

C. Contact of campuses for scheduling the training of Experience Based Career Education instructors

D. Train instructors at Experience Based Career Education sites

E. Aid in recruitment of employer sites and students

III. Summer Youth Occupation and Orientation Program

A. Coordinate and conduct workshops in value clarification, sex-equity, communication skills, and career decision making for Summer Youth Occupation and Orientation Program

B. Collect materials, review and order films for SYOOP workshops

C. Preparation by staff tward presentation of workshops

D. Presentation of workshop to the SYOOP students per schedule arranged with SYOOP Administrators

E. Follow-up SYOOP seniors and prospects for EBCE student recruitment

IV. Y.E.T.P. (Youth Employment Training Program) and P.S.E. (Public Service Employees)

   A. Provide workshops for Y.E.T.P. Staff on conducting Experience Based Career Education related career activities.

   B. Provide workshops as requested and approved for Public Service Employees.

   C. Organize, review, and order needed materials and films for Y.E.T.P. and P.S.E. workshops.

V. Student Services Activities

   A. Experience Based Career Education staff utilization in aiding Itawamba Junior College Student Services Department in student career counseling on Tupelo and Fulton campuses.

   B. Experience Based Career Education staff participation in recruitment of students over five county area for Tupelo and Fulton campus programs.

      1. Recruitment to be conducted at Employment Agencies, County Sites, Secondary Schools, and Tupelo Malls.

      2. Design and produce a student recruitment poster to be used in businesses, industries, schools, and public service agencies.

      3. Participate in registration activities summer, fall, and spring.

      4. Aid in career counseling activities for Student Services.

VI. Health, Education, and Welfare Reports

   A. Collect data and organize records for compilation of annual reports to H.E.W. on EBCE Project.

   B. Write the Quarterly Report (Fiscal Year Report) for H.E.W.

   C. Start organizing the Final Annual Report for H.E.W.

   D. Compile Financial Report on EBCE Quarter for H.E.W.

   E. Complete EBCE Annual Narrative Report and Annual Fiscal Reports.

   F. Complete three year - EBCE Narrative Report

   G. Complete any additional information needed for H.E.W.

VII. Additional Experience Based Career Education Activities

A. Experience Based Career Education staff attendance to all Administrative Meetings of Itawamba Junior College.

B. Experience Based Career Education staff meetings attendance.

C. Presentation of Experience Based Career Education to Girls State requested by Mrs. Victor Broom.

D. Working with technical teachers in providing EBCE related activities to technical students.

E. Arranging tour schedules for visitors and students to Tupelo and Fulton Campuses.

F. Attend Jackson - Quarterly Meeting of MNCCEA.

G. Staff development through Higher Educational Studies.

H. Contact EBCE Advisory Council and arrange for annual meeting luncheon. (Organize materials and develop agenda)

I. Freshman and sophmore orientation at Itawamba Junior College, Tupelo and Fulton Campuses.

J. Faculty orientation and workshops on August 16, 17, and 20, 1979.

THIRD PARTY EVALUATION

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FINAL EVALUATION REPORT

September 14, 1978-September 13, 1979

EXPERIENCE BASED CAREER EDUCATION

Exemplary Project in Vocational Education

Conducted Under

Part D of Public Law 90-576

prepared by

David T. Morse

Bureau of Educational Research and Evaluation
Box 5365
Mississippi State, MS 39762
(601) 325-5878

December, 1979

Introduction

This evaluation report summarizes the activities in the final year of the three-year project: Experience Based Career Education (hereafter called the EBCE project). Initiated in September, 1976, the EBCE project has expanded to include secondary, post-secondary, adult, and other types of clients among those being served. The EBCE project offers a wide variety of services to eligible participants in a five-county area in northern Mississippi. Among the primary goals of the EBCE project were two important targets: (a) to provide clients with suitable pre-vocational skills, such as learning how to look for a job, how to make job applications, take job interviews, select potential occupation areas; and (b) to allow clients the opportunity for guided job exploration, in occupations which the clients chose to investigate.

Towards these ends, the EBCE project employed three full-time learning coordinators who, in addition to an on-site analyst and director, worked with six secondary and two post-secondary schools to provide the services available through the EBCE program. Separate workshops on selected aspects of the job were also provided at many other sites. This report serves to summaryize some of the measurable outcomes of the program's efforts.

The remainder of this report is divided into five sections: (a) background information on the geographical area, the counties, and schools included in the project; (b) a project description both general, concerning the entire program, and information specific to the 1978-79 year; (c) evaluation results for the 1978-79 year; (d) discussion; and (e) recommendations.

Background

Locale

Geographical description. The Itawamba Junior College EBCE project headquarters were located in Tupelo, Mississippi. The project counties include Chickasaw, Itawamba, Lee, Monroe, and Pontotoc. These counties are bounded to the east by Alabama; to the north by Union, Prentiss, and Tishomingo counties; to the west by Lafayette and Calhoun counties; and to the south by Webster, Clay, and Lowndes counties. Tupelo is located approximately one hundred miles southeast of Memphis, Tennessee, and is the county sear of Lee county. The five counties are considered part of the Appalachian region of north Mississippi, and are sometimes referred to as comprising the Pontotoc Ridge and Northeastern Prairie soil area (see Figure 1-e).

The five-county area includes several incorporated municipalities, the largest of which is Tupelo.

Density and population trends. Table 1-e presents a summary of the 1977 estimated populations in the five counties as well as the estimates for the largest population center in each county. Relative changes from 1970-1977 are also included. The order of the counties by 1977 estimated population was Lee, Monroe, Pontotoc, Itawamba, and Chickasaw. The total area has an estimated 1977 population of about 143,600. The most populated county, Lee, has nearly three times the population of the least populated county, Chickasaw, in the project area.

Table 1-e

Population of Counties and Population Centers Included in the EBCE Project[1]

County	Total 1970 Population	Estimated 1977 Population	County Population Trend 1970-1977	Population Center	Estimate[2] 1976 Population
Chickasaw	16,805	17,600	+4.7%	Houston	3,384
Itawamba	16,847	18,400	+9.2%	Fulton	2,979
Lee	46,148	53,200	+15.3%	Tupelo	23,265
Monroe	34,043	34,900	+2.5%	Amory	7,250
Pontotoc	17,363	19,500	+12.3%	Pontotoc	3,781
Total	131,206	143,600	+9.4%		

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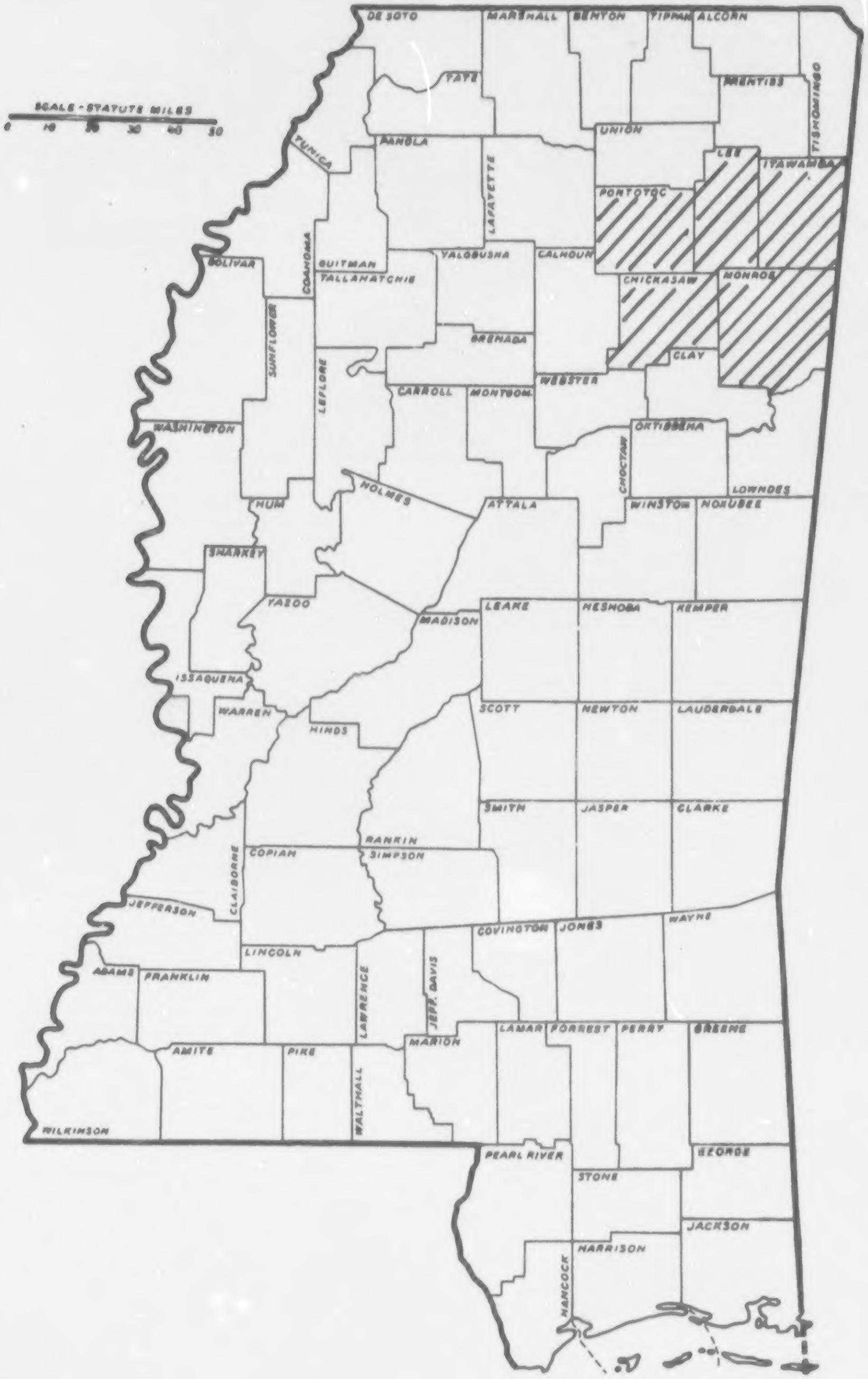
[1] Source: Mississippi Research and Development Center; August, 1979

[2] Figures issued January, 1979

Figure 1-e

Counties Included in the EBCE Project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MARSHALL
BENTON
TIPPAH
ALCORN
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LAFAYETTE
LEE
ITAWAMBA
PONTOTOC
COAHOMA
QUITMAN
YALOBUSHA
CALHOUN
BOLIVAR
TALLAHATCHIE
CHICKASAW
MONROE
SUNFLOWER
GRENADA
CLAY
LEFLORE
CARROLL
MONTGOM.
WEBSTER
WASHINGTON
OKTIBBEHA
CHOCTAW
HOLMES
LOWNDES
HUM
ATTALA
WINSTON
NOXUBEE
SHARKEY
YAZOO
LEAKE
NESHOBA
KEMPER
MADISON
ISSAQUENA
WARREN
HINDS
SCOTT
NEWTON
LAUDERDALE
SMITH
JASPER
CLARKE
RANKIN
SIMPSON
COPIAH
CLAIBORNE
JEFFERSON
COVINGTON
JONES
WAYNE
LINCOLN
ADAMS
FRANKLIN
LAWRENCE
JEFF. DAVIS
LAMAR
FORREST
PERRY
GREENE
MARION
AMITE
PIKE
WALTHALL
WILKINSON
PEARL RIVER
GEORGE
STONE
JACKSON
HARRISON
HANCOCK

Occupational classifications. Occupational classifications for employed persons during the years 1975-1978 are displayed in Table 2-e by county. Most of the areas depend upon small to medium sized factories for a large proportion of the manufacturing employment. Two trends may be noted from the data in Table 2-e. First the number of workers classified as agricultural has decreased uniformly in all five counties from 1975-1978. This parallels a decline in the proportion of workers classified as agricultural in Mississippi during the same period. Second, the number of workers classified as nonmanufacturing increased in all counties except Pontotoc, in which it remained approximately equal from 1975 to 1978. This trend also corresponds to an overall increase in Mississippi in the same period.

The number of workers classified as manufacturing increased slightly in all counties from 1975 to 1978. Overall, Mississippi expreiences a slight increase in this category over the same period. Thus, the trends in the five-county project area tend to follow those of Mississippi from 1975 to 1978.

Unemployment rates. From 1975 to 1978, unemployment rates have decreased in each of the EBCE project counties, as well as in Mississippi. The county and state rates for this period are presented in Table 3-e. From 1975 to 1976, the county and state unemployment rates dropped substantially, increased slightly from 1976 to 1977, while declining slightly overall from 1977 to 1978. The unemployment rates for Itawamba and Lee counties were uniformly less than or equal to the state-wide rates for 1975 to 1978.

Table 3-e

Average Unemployment Rate for Years 1975-78
in EBCE Project Counties and Mississippi

Area	1975	1976	1977	1978
Chickasaw	15.1%	7.3%	7.0%	7.0%
Itawamba	7.0%	3.7%	4.8%	4.9%
Lee	9.7%	5.7%	7.4%	6.4%
Monroe	13.0%	5.8%	5.7%	6.9%
Pontotoc	9.8%	6.1%	5.2%	4.7%
Five-County Weighted Average	10.7%	5.7%	6.3%	6.1%
Mississippi Average	8.3%	6.5%	7.4%	7.0%

Source: Research and Statistics Department
Mississippi Employment Security Commission; April, 1979

Table 2-e

Average Employment by Occupational Categories for the Years 1975-1978 in the EBCE Project Area[1,2]

Occupational Category	Employment by County																			
	Chickasaw				Itawamba				Lee				Monroe				Pontotoc			
	1975	1976	1977	1978	1975	1976	1977	1978	1975	1976	1977	1978	1975	1976	1977	1978	1975	1976	1977	1978
Agricultural	400	410	360	320	300	300	270	250	670	680	610	560	640	650	580	540	500	500	450	410
Manufacturing	3320	4030	4200	4440	2360	2550	2530	2650	11210	12860	13140	13300	4830	5400	5540	5340	2300	2690	3210	3530
Total	4720	4440	4560	4560	2660	2850	2800	2900	11880	13540	13750	13860	5470	6050	6120	5880	2800	3190	3660	3940
Non-manufacturing																				
Mining	0	0	0	0	0	0	0	10	10	10	0	0	80	140	120	180	0	0	0	10
Construction	60	50	60	70	450	390	370	350	830	830	1140	1220	340	300	370	510	90	120	150	180
Trans. & Util.	120	120	130	120	70	80	90	100	1070	1140	1210	1270	520	530	570	580	100	100	110	100
Wholesale & retail trade	600	730	780	860	380	370	400	470	5300	5900	6120	6180	1350	1600	1720	1790	460	470	540	520
Finance, Insur. & real estate	80	70	80	80	70	80	80	90	990	1030	1080	1110	260	280	290	300	80	80	80	90
Service & Misc.	600	640	660	640	260	290	310	330	3570	2640	2970	3080	930	1090	1210	1300	260	230	320	400
Government	780	820	760	830	820	830	840	900	2470	3730	4110	4610	1320	1360	1300	1470	750	720	730	840
Total	2240	2440	2480	2600	2050	2040	2110	2240	14240	15280	16630	17470	4800	5280	5570	6130	1740	1720	1940	2150

[1] Source: Research and Statistics Department, Mississippi Employment Security Commission; April, 1979.

[2] Some totals may not sum exactly due to rounding.

Personal incomes. Table 4-e summarizes the data from the 1970 U.S. census concerning estimated median family income and per capita income figures. While the figures may appear to be low (from $4,977 per family in Pontotoc to $7,083 per family in Lee county), the reader should keep in mind two facts. First, the figures are nearly nine years old. Second, a large proportion of the EBCE project area residents supplement their income and/or food sources by operating small, part-time farms.

Table 4-e

Reported Incomes of EBCE County Residents
as Summarized by the 1970 U.S. Census

County	Median Family Income	Per Capita Income
Chickasaw	$5,575	$1,794
Itawamba	$5,852	$1,874
Lee	$7,083	$2,392
Monroe	$6,167	$1,936
Pontotoc	$4,977	$1,681

The School Systems

Facilities. The EBCE Program, while serving both the Itawamba Junior College (IJC) campuses, is housed at the vocational branch in Tupelo, Mississippi. The main campus, which is primarily academic, is located in Fulton, Mississippi. The Tupelo Center, organized in 1963, is a large complex housing vocational and technical education day and night programs.

The main campus in Fulton, Mississippi was originally an Agricultural High School until the 1940's. In 1941 the curriculum was expanded to provide for two years of college work. Initial support for the Junior College was received from Itawamba County; however, in 1948 Monroe and Lee Counties agreed to lend their support. Pontotoc County began supporting the Junior College in 1953 and Chickasaw County began support in 1972.

In addition to the traditional academic and vocational classrooms and shops, both campuses have Learning Resource Centers (LRCs). The LRCs are equipped with a wide variety of papers, magazines, journals, books, texts, reference sources, and audio-visual equipment. Auto-tutorial labs are also available in the LRCs. These include the subject areas of English, math, and reading.

The Tupelo campus has no provisions for student housing; however, students may choose to live in dormitories on the Fulton campus, located approximately 20 miles east of Tupelo. A cafeterial and student union are available on both campuses and bus transportation is provided on a regular schedule from the five-county area during the spring and fall semesters.

The EBCE program also operated six satellite centers during FY 79: One at Houlka high school, one at Hamilton high school, and one at Hatley high school (all during the fall semester); one at Mantachie high school, one at Pontotoc-Ridge center, and one at Shannon high school (these three during the spring semester. Senior-level students at each satellite center were invited to participate in the EBCE program. Each of the three learning coordinators took primary responsibility for one of the three satellite campuses each semester.

Enrollments. Total student enrollment at both campuses of IJC was more than 3,000 students during FY 79. Enrollment in the EBCE program at the IJC campuses was 92; the total EBCE enrollment from the satellite campuses was 186.

Administration and faculty. The EBCE Project Director is responsible to the Vocational Director of the Tupelo Center. The Vocational Director must answer to the President of Itawamba Junior College for all projects conducted by staff members on the Tupelo campus (see Figure 2-e). The President, in turn, is help responsible for his actions by a 14-member Junior College board with members serving from each of the five districts supporting the institution.

The college catalog for FY 79 lists 160 full-time and/or part-time faculty members, of which approximately 19% were nondegree personnel, 19% had bachelor degrees, 56% had masters degrees, and 6% received a specialist or terminal degree.

The EBCE staff consisted of six persons which included a project director, an on-side analyst, three learning coordinators, and a secretary. All were located at the Tupelo campus, with the exception of one learning coordinator who was based at the Fulton campus.

IJC curriculum. Students attending IJC have a variety of programs and courses from which to choose. Over one hundred tracks, programs, or program areas are offered, under the general classifications of:

Technical/vocational career programs;
Manpower and CETA programs;
Continuing education and community services;
ABE and special vocational education; and
Professional courses.

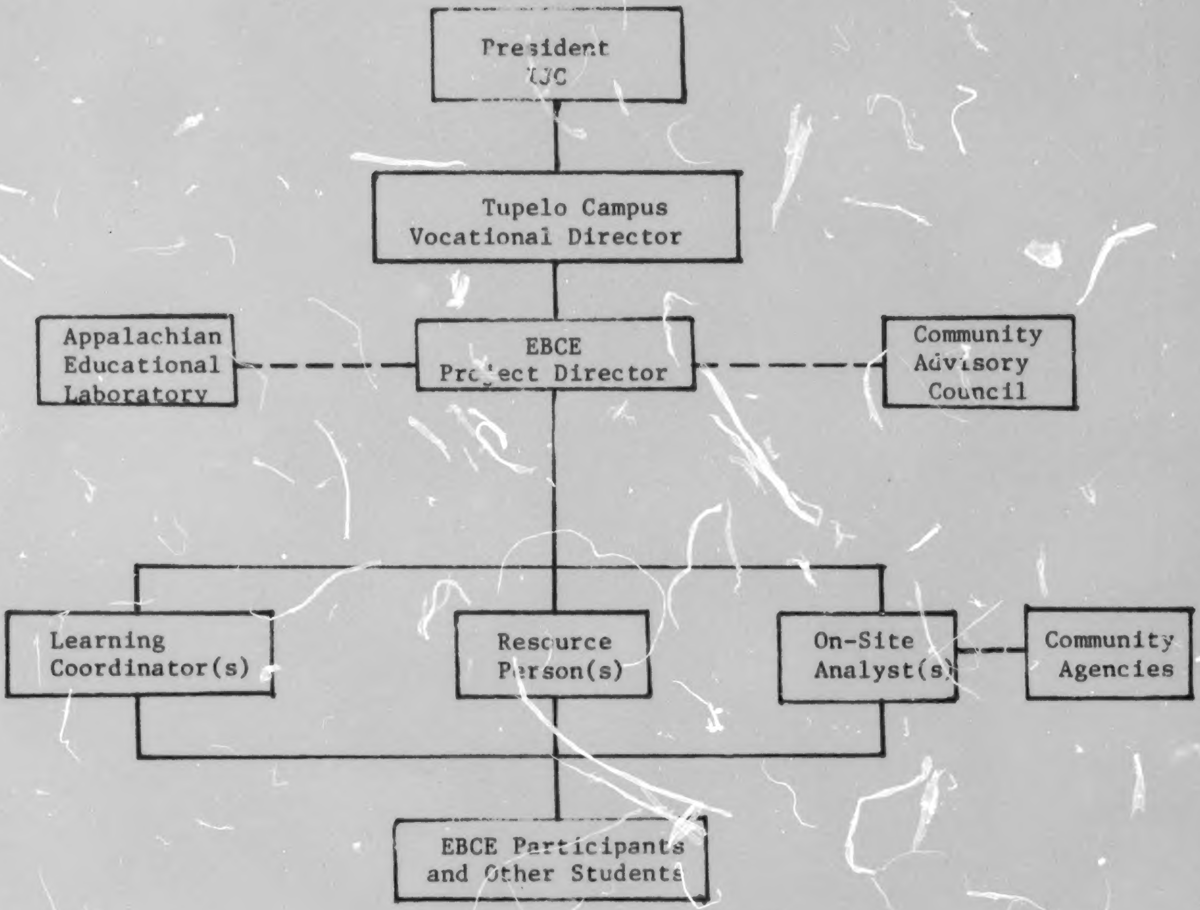
President IJC
Tupelo Campus Vocational Director
Appalachian Educational Laboratory
EBCE Project Director
Community Advisory Council
Learning Coordinator(s)
Resource Person(s)
On-Site Analyst(s)
Community Agencies
EBCE Participants and Other Students

Figure 2-e

EBCE Organizational Chart

Project Description

Background Information

Program origination. The Experience Based Career Education project at IJC was initially accepted and funded in September, 1976, with approval of the program officer for Health, Education, and Welfare (HEW) in Atlanta, Georgia. Hence, FY 79 represented the third and final full year of operation of the EBCE program. Initially funded as a three-year program, the project's intent was that the program services be integrated into the existing structure of IJC and other participating institutions after three years of external funding. The first year (FY 77) of the project involved considerable energies being expended towards program definition, development, and delivery. The second year (FY 78) saw the program emphasize delivery of services. The third and final year (FY 79) saw both delivery of services and a considerable amount of work dedicated to dissemination and diffusion activities.

Program model. The EBCE program was adapted from a career education model developed by the Appalachian Educational Laboratory, Inc. (AEL) in Charleston, West Virginia. Many aspects of the AEL program were adopted or adapted to fit the requirements of the EBCE program.

Existing program modifications. The EBCE program has added to, rather than changed, the existing program structures of the participating schools. The goal of providing pre-vocational career awareness and career exploration opportunities was to be accomplished by adapting the program to fit students' schedules; job site explorations were completed during off-school hours if the EBCE participant was in school.

The administrative structure utilized by the project for FY 79 was the same as that for the two previous years, and is illustrated in Figure 2-e.

Program Scope

Students served. Total EBCE participation during FY 79 was 278. In addition, over 700 persons received some part or parts of the workshops offered through the EBCE program. The participants included secondary, post-secondary, adult basic education, and special education students, as well as nonschool persons.

Program objectives. The specific objectives formulated for the project for the 1978-79 year could be classified into process or product types, and were:

FY 79 Student Assessment Objectives

Process Objectives	Product Objectives
1. To provide a program for educationally disadvantaged enrollees.	1. There will be no significant difference in the knowledge of career opportunities and the career decision-making process of high school dropouts who have completed the IJC EBCE program and high school dropouts presently employed or otherwise as measured by the Career Maturity Inventory (CMI).
2. To provide opportunities for career exploration.	2. There will be no significant difference in the knowledge of career opportunities and the career decision making process of high school graduates who have completed EBCE and presently enrolled in a post-secondary program and those high school graduates who did not enroll in EBCE and are presently enrolled in a post-secondary program as measured by the CMI.
3. To provide an individualized program which is open-entry, open-exit, part-time or full-time, and flexible in order to meet the enrollee's.	3. There will be no significant difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in reading comprehension skills as measured by the CTBS, Part [illegible].
4. To provide the enrollee with an opportunity to develop academic skills.	4. There will be no significant difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in math concepts skills as measured by the CTBS, Part VII.
5. To provide an opportunity for observation of and experience in non-traditional settings.	5. There will be no significant difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in math applications as measured by the CTBS, Part VIII.

Project Personnel

A total of six positions were funded through the EBCE program for FY 79. The director was required to serve as liaison between the IJC administration, the funding agency (HEW), and the satellite campus' administration. In addition, the director was charged with coordinating the short-and long-range planning, and implementation of the EBCE project.

Three learning coordinators were funded through the program. Each learning coordinator functioned in several roles: as advisors; as coordinators of specific campus EBCE activities; as workshop presenters; and as liaison between job exploration site contact persons and the EBCE students.

An on-site analyst was funded through the program, and charged with the responsibility of obtaining new job exploration sites to meet the geographical and vocational preferences of the EBCE participants. In addition, the on-site analyst was expected to take responsibility for presenting workshops presenting various aspects of the EBCE orientation program to enrolled EBCE participants, potential EBCE participants, and nonEBCE participants.

The considerable volume of paperwork generated by the EBCE program necessitated funding of a full-time secretarial position. The project personnel employed during FY 79 had been involved, with the exception of the secretary ; hence, personnel continuity did not pose any problems.

Procedures

The project activities occurring from September 14, 1978 to September 13, 1979 (FY 79) are summarized briefly in this section.

Physical arrangements. The project director and staff were housed at the Tupelo campus of IJC, with the exception of one learning coordinator housed at the Fulton campus. Participating campuses chose to donate some space in their libraries for EBCE materials storage, and the satellite campuses allowed various amounts of space for the learning coordinators' use.

The EBCE project required no rearrangements or dedication of classroom space at any of the participating campuses. All individual classrooms were used without any structural modification or refurnishing.

Planning and review. The EBCE staff members met with the Community Advisory Council (CAC--the formation of the CAC is described in detail in the FY 77 annual report of the EBCE project) four times during FY 79--in October, January, May, and August. These meetings were held at the Tupelo campus. The meetings were used for informing the committee of progress, new plans, and for soliciting advice on issues (see Appendix G).

Internal meetings among the EBCE staff were held from time to time for identification of problems, generation of solutions, and planning activities.

Dissemination and diffusion activities. Much time and effort were devoted to the dissemination and diffusion of the EBCE program throughout the year. Formal and informal presentations on the program were made, both within and without the state. It often becomes difficult to separate those activities aimed at publicity from those aimed at dissemination; the following is a brief summary which should give the reader an impression of the wide range of dissemination activities which took place:

1. Inclusion in the Directory of Experience Based Career Education Programs, published by the Far West Laboratory.
2. Presentation made at the American College and Personnel Association Convention.
3. Conducting an EBCE "Open House."
4. Presentation made at the Mississippi Girls State Meeting.
5. Presentation made at the American Association of Community and Junior Colleges.
6. Presentation made at a regional Placement and Follow-up Conference.

Staff development. Members of the EBCE staff attended several workshops and conferences which would improve their professional capabilities pertinent to the activities encompassed by the EBCE project. A representative subset of the total staff development activites includes the following:

1. Attendance at a workshop, "Coping with Kids"
2. Attendance at the Mississippi Personnel and Guidance Association (MPGA) annual convention
3. Attendance at the Tombigbee Valley Personnel and Guidance Association Convention
4. Attendance of a workshop, "Adventures in Attitudes"

5. Attendance of workshop on Sex Equity
6. Attendance of workshop on "Dying"
7. Attendance of workshop on Small Business Administration
8. Visit to EBCE program in Memphis, Tennessee.

Activities. The EBCE project was implemented to provide participants with two types of experience: (a) orientation activities aimed at developing greater career awareness, comprehension of job application procedures, understanding of personal values and those of others, facility with communications, etc., and (b) providing exploration activities through scheduled on-site visits at one or more different job sites. The types of participants served included: (a) senior-level secondary students; (b) post-secondary students; (c) adult basic education students; (d) nonschool participants; and (e) special education students.

Because of the wide range of clients served, and the need for the project to meet the specific needs of the individual participant, the EBCE program, as implemented, had the flexibility to allow part-time or full-time participation, as well as open-entry, open-exit scheduling. Thus, while many activities were made available, especially through the orientation phase of the program, participants generally were free to select the activities in which they desired to engage. The learning coordinators would advise and suggest certain activities, but participants had the final decision.

With the exception of one or two of the orientation activities, the learning coordinators were responsible for overseeing all orientation and site exploration activities. In addition, the learning coordinators would seek specific materials related to any particular occupational area in which students expressed an interest. Additional materials, both general and specific, were available through the learning resource centers (LRC s) at each campus.

Learning resource centers. The LRC s were located, in the main, at the two campuses of IJC. In addition, the satellite campuses donated some library space to form a "career corner" or "career bookshelf." The LRC s were intended to provide the EBCE participant the opportunity to learn about careers in general, or specific occupations, at his/her leisure. The materials included at the IJC campuses covered a wide variety of topics, and were embodied in several media formats: text; cassette-filmstrip combinations; and others. At each LRC, including those of the satellite campuses, and EBCE participant usage log was kept, so that the utilization of the LRC s could be documented.

Public relations. The EBCE staff in general, and the on-site analyst in particular, devoted considerable efforts towards public awareness and information relating to the EBCE program. These included newspaper stories, radio commercials, speeches before civic and professional groups, presentation of selected EBCE workshops, and working with some school districts. More details on these activities are presented in Appendix B.

Instrumentation and data collection. For the secondary and post-secondary students, all EBCE participants and the comparison students were administered The Career Maturity Inventory (CMI), by Crites (published by McGraw-Hill). The CMI has five sections, each consisting of twenty items, assessing knowledge in the areas of: "Knowing Yourself;" "Choosing a job;" "Knowing about jobs;"

"Looking ahead;" and "What should they do?" These areas roughly represent some of the emphases covered in the EBCE orientation activities. In addition, secondary-level students were given the Comprehensive Test of Basic Skills (CTBS), published by McGraw-Hill. Only three of the CTBS's subtests were administered: Reading comprehension; Mathematics concepts; and Mathematics application. The reading subtest consists of forty-five items, while each of the mathematics subtests contains twenty-five items.

The tests were administered prior to participating in any EBCE orientation activities, and upon participants' exit from the EBCE program. For those in the comparison groups (one at the secondary and one at the post-secondary level), the tests were given at roughly analogous times. The data were then collected and sent to the third-party evaluator. Only those records having completed test forms were retained. Records with fewer than six weeks between the pretest and posttest dates were discarded--the CMI and the CTBS are, in the evaluator's judgment, too insensitive to short-term change to be valid for program assessment purposes. Thus, while some data were received on more than 286 persons, complete data existed for far less than this amount.[1]

Students classified as special education recipients of EBCE, of which there were eight, were given the Career Awareness Booklet, Intermediate Levels, published by the Research and Curriculum Unit for Vocational-Technical Education at Mississippi State University. The instrument consists of two sections of twenty-five items each dealing with knowledge of jobs and careers, and attitudes towards the world of work. Ostensibly designed for junior-high level students, the EBCE director and third-part evaluator agreed that the Career Awareness Booklet was more appropriate for the special education students than was the CMI.

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[1] Note: This figure includes data collected from both EBCE and comparison groups.

Evaluation Results

During the third full year of operation, the EBCE project evaluation activities centered primarily upon the process and product objectives. Using the EBCE project's specific objectives as guidelines, the intent of the third-party evaluation activities was to assess, to the extent possible, the outcomes of the program. Data were collected from several sources pertaining to the project's objectives. The results are presented for each of the project's specific objectives.

Process Objectives

1. To provide a program for educationally disadvantaged enrollees. At the Tupelo campus of IJC data were collected for a total of eight (8) post-secondary special education students in the EBCE program. Table 5-e summarizes the enrollment in the EBCE program by participant type for FY 79.

Table 5-e

EBCE Enrollment by Participant Type for FY 79*

Classification	Number	Percent of Total
Post-secondary	60	21.6
Secondary	(186)	(66.9)
Exploratory (2 or more sites)	129	46.2
Cooperative (1 site)	32	11.5
Preparatory (orientation only)	25	9.0
Adult basic education and nonschool	32	11.5
Total	278	100.0

*September 14, 1978 to September 13, 1979

These eight students were not given the CMI or the CTBS instruments, as described earlier. Although all eight students were administered the Career Awareness Booklet, post-test results were received for only seven of the eight participants. The results are presented in Table 6-e. While the average score on both parts of the Career Awareness Scale increased, the changes were not statistically significant. The small number of cases would have virtually assured this outcome, however.

Table 6-e

Summary of Special Education EBCE Student Results on Career Awareness Scale

Subtest	Number of students	Occasion	Mean	S.D.	Dependent T-statistic	Probability
Part I	7	Pretest	22.7	2.1	1.11	p >.10
		Posttest	23.4	1.6		
Part II	7	Pretest	21.7	2.4	1.25	p >.10
		Posttest	23.4	1.7		

2. To provide opportunities for career exploration. One of the outcomes of the FY 78 results was the suggested classification method for secondary EBCE participants. This scheme would classify participants who visited at least two different sites to be classed as exploratory. Using this criterion, approximately sixty-nine percent (129 of 186) of the secondary participants could be classed as exploratory. Students at all campuses were afforded the opportunity to engage in site exploration, and were encouraged to so participate. Only three reasons appear to be necessary to explain the nonexploration status of an EBCE participant. First, a suitable site might not have been developed by the on-site analyst. This outcome was usually unlikely, since the EBCE program had literally hundreds of sites, located in all of the five counties of the IJC area. Second, a participant might not have had the time to spare or the inclination to explore sites. The EBCE program could not pay the students, nor could enrollees explore sites during school hours. For participants with after-school jobs, or with full-time jobs, being able to explore on-site was an unaffordable luxury. Finally, participants had to provide their own transportation to and from the site. While the EBCE promotional literature advertised the availability of bus transportation, this was available if and only if the student was both (a) going to one of the IJC campuses; and (b) could meet the pre-set bus route and schedule. No transportation was provided for site visits, although the learning coordinators would often take the participant to meet the contact person at a site for an orientation meeting. However, from informal comments made by the participants, transportation was apparently not a problem. Many students were able to coordinate schedules and share rides. In addition, two students would sometimes be placed simultaneously at one site, with the mutual consent of the site contact person and learning coordinator.

In sum, the range of career site exploration opportunities, as well as the cooperative spirit of most of the participants went far to promote site exploration. In most cases, only the participant's motivation and willingness determined whether or not site visits were made.

3. To provide an individualized program which is open-entry, open-exit, part-time or full-time, and flexible in order to meet the enrollee's needs. Students participating in EBCE had the option to decide how much to participate, how many sites to visit, and in what orientation activities to engage. The learning coordinators would make available a wide variety of orientation activities (over 47 individual activities), as well as possible sites to EBCE participants while enrolled in the program. Several of these activities, most notably those pertinent to sex stereotyping, were made available to nonEBCE students. These nonEBCE students were labeled auxiliary recipients of EBCE services. During FY 79, such services were delivered, primarily through dedicated workshops, to 700 auxiliary students.

In most cases, the EBCE services would be scheduled to fit participants' time constraints. Project participants were free to leave the program when they felt their own needs had been met. At the secondary, satellite campuses, an artificial time limit was placed on the students due to the academic year schedule. This time limit did not appear to prevent any students from being able to make several site visits, and thereby become EBCE exploratory participants, if they so desired.

As another check on the effectiveness of the EBCE program in being able to meet the unique needs of each participant, the project staff carried out a follow-up survey of former EBCE enrollees. The population of interest was all those participants enrolled after the first five quarters of the project (January, 1978, and on). A survey questionnaire was developed by the staff during FY 78, and the same questionnaire was used for the FY 79 survey. This questionnaire was sent to each of the former enrollees. After second mailings, a total of 98 persons had responded. A copy of the follow-up survey is presented in Appendix C. Table 7-e summarizes the responses to the questions on the survey instrument. Of those responding, the vast majority were working on a job (58.2%), or enrolled in vocational/technical or academic institutions (26.4%). Of the fifty-one respondents presently employed, the occupations title clerical, craftsman, operative, and sales accounted for the majority (34 or 66.6%). The profile of ex-participants would indicate that the majority are attending a junior/community college (76.5%), if attending school, which is located within Mississippi (76.7%), and are specializing in vocational/technical training (30.8%), an unnamed major (30.7%), business (15.4%), or education (10.2%).

Question 4, dealing with perceived employment ten years from now, paints a different occupational picture for the respondents. The areas of clerical, professional and school teacher accounted for 40 (49.4%) of the responses.

Question 5 asked respondents to give their EBCE experience an overall rating. By far, the respondents perceived the program as good or excellent (85.2%). On a scale using a value of 1 for excellent, 2 for good, and so on, until a value of 5 for an unsatisfactory rating is coded, the results yielded a median rating of 1.62. (The smaller this median value, the more positive are the average ratings.)

Table 7-e

Summary of EBCE Follow-up Survey

1. What are you doing at the present time?

Number	Present status	%
53	Part time/full time job	58.2
6	Vocational/technical training	6.6
18	College study	19.8
1	Armed forces	1.1
6	Lay-off from work	6.6
7	Other	7.7
91	Total	100.0

2. What is your current position if you are working?

Number	Present job	%
5	Clerical	9.8
4	Craftsman	7.8
3	Laborer	5.9
1	Manager, Administrator	2.0
15	Operative	29.4
5	Sales	9.8
3	School teacher	5.9
10	Services	19.6
2	Technical	3.9
3	Other	5.9
51	Total	100.0

3. If you are in school:
A. Major in school

Number	Major	%
1	Arts	2.6
6	Business	15.4
4	Education	10.2
2	Data processing	5.1
6	Vocational/technical	15.4
6	Nursing	15.4
2	Social sciences	5.1
7	Other	17.9
5	No response	12.8
39	Total	100.0

Table 7-e
(Continued)

3. B. School type

Number	Type	%
26	Junior/community	76.5
8	Four-year	23.5
34	Total	100.0

C. School location

Number	Location	%
33	In-state	76.7
10	Out-of-state	23.3
43	Total	100.0

4. What kind of work will you be doing ten years from now?

Number	Type of work	%
19	Clerical	23.4
5	Craftsman	6.2
5	Homemaker	6.2
1	Laborer	1.2
2	Manager, Administrator	2.5
4	Operative	4.9
9	Professional	11.1
2	Protective service	2.5
3	Proprietor or owner	3.7
4	Sales	4.9
12	School teacher	14.8
3	Services	3.7
5	Technical	6.2
7	Other	8.6
81	Total	100.0

5.

EBCE Experience	Number	%
Excellent	37	45.7
Good	32	39.5
Average	9	11.1
Poor	3	3.7
Unsatisfactory	0	0.0
Total	81	100.0

Median value = 1.62*

Table 7-e
(Continued)

6. EBCE Services**	Very Helpful	Helpful	Little or No Help	Did Not Use	Perceived No Need	Median
	Rating					
Job exploration	42(49.4)	26(30.6)	6(7.0)	8(9.4)	3(3.5)	1.52
Job-seeking service training	39(45.3)	33(38.4)	8(9.3)	4(4.6)	2(2.3)	1.62
Self-awareness	45(48.9)	27(29.3)	14(15.2)	3(3.3)	3(3.3)	1.54
Sex stereotype	54(62.1)	12(13.8)	19(21.8)	1(1.1)	1(1.1)	1.30
LRC	27(29.7)	30(33.0)	25(27.5)	5(5.5)	4(4.4)	2.17
Referral service	33(36.7)	15(16.7)	16(17.8)	12(13.3)	14(15.5)	2.30

7. Helpful for identifying or exploring specific areas

Area	Very Helpful	Helpful	Little or No Help	Total	Median value
Career interest	37(39.8)	44(47.3)	12(12.9)	93	1.72
Personal values	21(22.3)	50(53.2)	23(24.5)	94	2.02
Explore a career	30(37.0)	32(39.5)	19(23.4)	81	1.83
Class performance	19(23.2)	36(43.9)	27(32.9)	82	2.11
Job-seeking skills	41(47.1)	31(35.6)	15(17.2)	87	1.58
Work habits	32(36.8)	45(51.7)	10(11.5)	87	1.76
Nontrad. careers	21(25.0)	54(64.3)	9(10.7)	84	1.89
Getting along on job	26(28.0)	39(41.9)	28(30.1)	93	2.02

8. Where did you learn about EBCE?

Source	Number	%
Local media	17	17.3
School counselor	29	29.6
Other EBCE students	15	15.3
EBCE presentation	31	31.6
Public agency	5	5.1
Other	1	1.0
Total	98	100.0

Status by Sex

Sex	Number	%
Male	29	29.6
Female	69	70.4
Total	98	100.0

School status while in EBCE program

Status	Number	%
Secondary	58	59.2
Post-secondary	37	37.8
Other	3	3.0
Total	98	100.0

Weeks in EBCE Program

Category	Number	%
4-6	12	12.2
7-9	8	8.2
10-12	31	31.6
13-15	35	35.7
16-20	8	8.2
Over 20	4	4.1
Total	98	100.0

**Numbers in parentheses are percentages

Question 6 asked for ratings on specific services offered through the EBCE program. Overall, the service perceived as most helpful by those responding was that of the sex stereotyping activities (median value = 1.30), while the service perceived as least helpful was the referral service (median = 2.30). Notice, however, that even the lowest median value, 2.30, indicated a positive perception--53.4% of the respondents felt this service was either helpful or very helpful.

Question 7 required ratings as to the benefit of the EBCE project in identifying or exploring specific personal and occupational subjects. Of these subjects, the respondents perceived the development of job-seeking skills as most beneficial (median = 1.58), while improvement of classroom performance was perceived as least beneficial (median = 2.11). It is interesting to note in both questions 6 and 7 that the most positively perceived activities concerned the job or career exploration, which was the primary thrust of the EBCE program. The activities perceived as least beneficial concerned project activities which generally were de-emphasized.

A profile of the resupondents would include the fact that most of the ex-participants heard about EBCE (question 8) through an EBCE presentation, a school counselor, the local media, or through other participants (93.8%). Most of the participants responding were secondary students (59.2%). More females were included in the respondents than males (70.4% vs. 29.6%). The typical length of participation in EBCE was from seven to fifteen weeks, with the median length being under twelve weeks.

The results from the FY 79 survey are very similar to those of the first follow-up survey, conducted during FY 78. (For a detailed summary of the first survey, see the FY 78 annual report.) The primary difference between the two surveys was the fact that the FY 79 survey included a higher proportion of secondary students, while the FY 78 survey had included primarily post-secondary students.

In general, the comments and responses indicated a positive view of the EBCE program, from a wide variety of participants, each of which has unique, individual needs with respect to program services. Hence, the EBCE program must have been sufficiently flexible to satisfy so many participants.

4. To provide the enrollee with an opportunity to develop academic skills. In a direct sense, the purpose of the EBCE program was not to provide special instruction in the academic areas to participants. This does not mean that the learning coordinators never provided special or remedial assistance to EBCE enrollees.

The development of academic skills was, instead, a secondary outcome of the various orientation activities, such as preparing a letter of introduction. The orientation activities were not designed to foster the development of academic skills as much as they were planned to help participants learn necessary pre-vocational skills required for exploring and comparing various occupations. It is the opinion of the third-party evaluator that comparisons of EBCE participants and nonparticipants on tests such as the CTBS, though included in this report, are not appropriate.

5. To provide an opportunity for observation of and experience in nontraditional settings. EBCE participants were encouraged to explore specific occupations which, though related to their general career interests, often comprised a nontraditional placement by sex. It would be fair to say that only a minority of the participants chose to explore nontraditional careers. During the life of the project, there were some notable exceptions. Some of these were:

Participant	Occupation
Secondary female	Police officer
Secondary female	Accountant
Secondary female	Draftsperson
Secondary female	Lawyer
Female	Automobile mechanic
Post-secondary male	Special education teacher
Post-secondary male	Nurse
Female	Physician's aide
Female	Police officer
Male	Elementary school teacher
Female	Lawyer

The various placements include several career explorations which were, in terms of the geographic region of the state in which the program operates, out of the ordinary.

Before examining the outcomes of the various product objectives, one more point should be made. For many project enrollees, the opportunity to participate in EBCE represented an opportunity unlike any other previously available.

Product Objectives

1. There will be no significant difference in CMI performance of high school dropout EBCE participants and nonparticipants. It should be made clear at the outset that the product objectives in this section are closer to being experimental hypotheses than they are to being objectives. One other point is that data were available for an insufficient number of high school dropouts involved in EBCE to make any such comparison.

However, a comparison of secondary-level EBCE participants and nonparticipants could be made and is so presented here. The EBCE secondary participants came from the six secondary satellite campuses. The comparison students came from the twelfth grade at two other campuses. Table 8-e presents the comparison of the two groups on the five parts of the CMI using raw scores (number right). The EBCE students' mean increased on two of the five CMI subtests, and declined on parts I-III. The nonparticipants' mean score declined on all of the CMI subtests.

Table 8-e

Summary Statistics for CMI Raw Scores of Secondary Students

Subtest	EBCE Pretest	EBCE Posttest	Comparison Pretest	Comparison Posttest
Part I				
Mean	12.92	12.25	13.55	12.30
SD	4.08	4.39	3.43	4.41
Number	162	157	60	60
Part II				
Mean	14.32	13.62	14.90	14.20
SD	4.75	5.22	3.41	4.67
Number	163	156	60	60
Part III				
Mean	11.91	11.67	12.55	11.87
SD	4.07	4.99	3.39	3.82
Number	163	153	60	60
Part IV				
Mean	11.25	11.50	11.07	11.02
SD	4.51	5.32	3.98	4.76
Number	162	147	60	60
Part V				
Mean	9.31	9.37	8.95	9.07
SD	3.86	5.01	3.17	4.04
Number	163	147	58	56

Significance tests were made comparing the groups on raw scores by using nonstandard analysis of covariance. This technique compares groups' predicted posttest scores at common pretest scores. Whichever group has the highest predicted posttest score is said to have demonstrated superior posttest performance with respect to their pretest performance. Hence, this method can, to some extent, adjust for initial differences between the groups. For all significance tests, an alpha level of .01 was used.

Figure 3-e illustrates the regression lines (posttest score on pretest score) for the two secondary groups on part I of the CMI. (Note: the maximum score on any one part of the CMI was twenty.) The EBCE participants had higher predicted posttest scores. The difference was not significant at our selected alpha level. The slopes of the lines were also not significantly different, which suggests a relatively constant difference in pretest to posttest gain between the groups. The F-statistics and points of comparison are summarized in Table 9-e.

Figure 4-e illustrates the posttest on pretest regression lines comparing the two groups on part II of the CMI. The lines are so close together as to indicate very little difference. This was in fact the case. Not only were the slopes of the lines not significantly different, but the predicted posttest values differed only slightly (see Table 9-e).

Figure 5-e presents the posttest on pretest regression lines comparing the two secondary groups on the third part of the CMI. Neither the slopes of the lines nor the mean posttest values were significantly different from one another (see Table 9-e).

Figure 6-e presents the regression lines for the two groups on part IV of the CMI. The fact that the lines are so close to one another indicates little difference between the groups' predicted posttest scores. There were not significant differences at any of the three points of comparison (see Table 9-e).

Figure 7-e presents the comparison of the two secondary groups' posttest on pretest regression lines. The lines intersect, but are still very close to one another. The differences in predicted posttest means were not statistically significant at any of the three points of comparison (see Table 9-e).

Thus, the EBCE students' pretest to posttest performance was not significantly different from that of the comparison group on the five parts of the CMI. One concern the third party evaluator has with respect to these results is the fact that many control group students actually had lower posttest scores than pretest scores. In the absence of any treatment, this would imply a lack of motivation to perform well on the tests. Indeed, many informal comments were received to that effect. That the control group's mean score declined on all parts of the CMI from pretest to posttest, as well as the fact that the standard deviations increased on all parts, support the notion that the comparison group's posttest performance was not as good as it might have been.

Figure 3-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part I Raw Scores

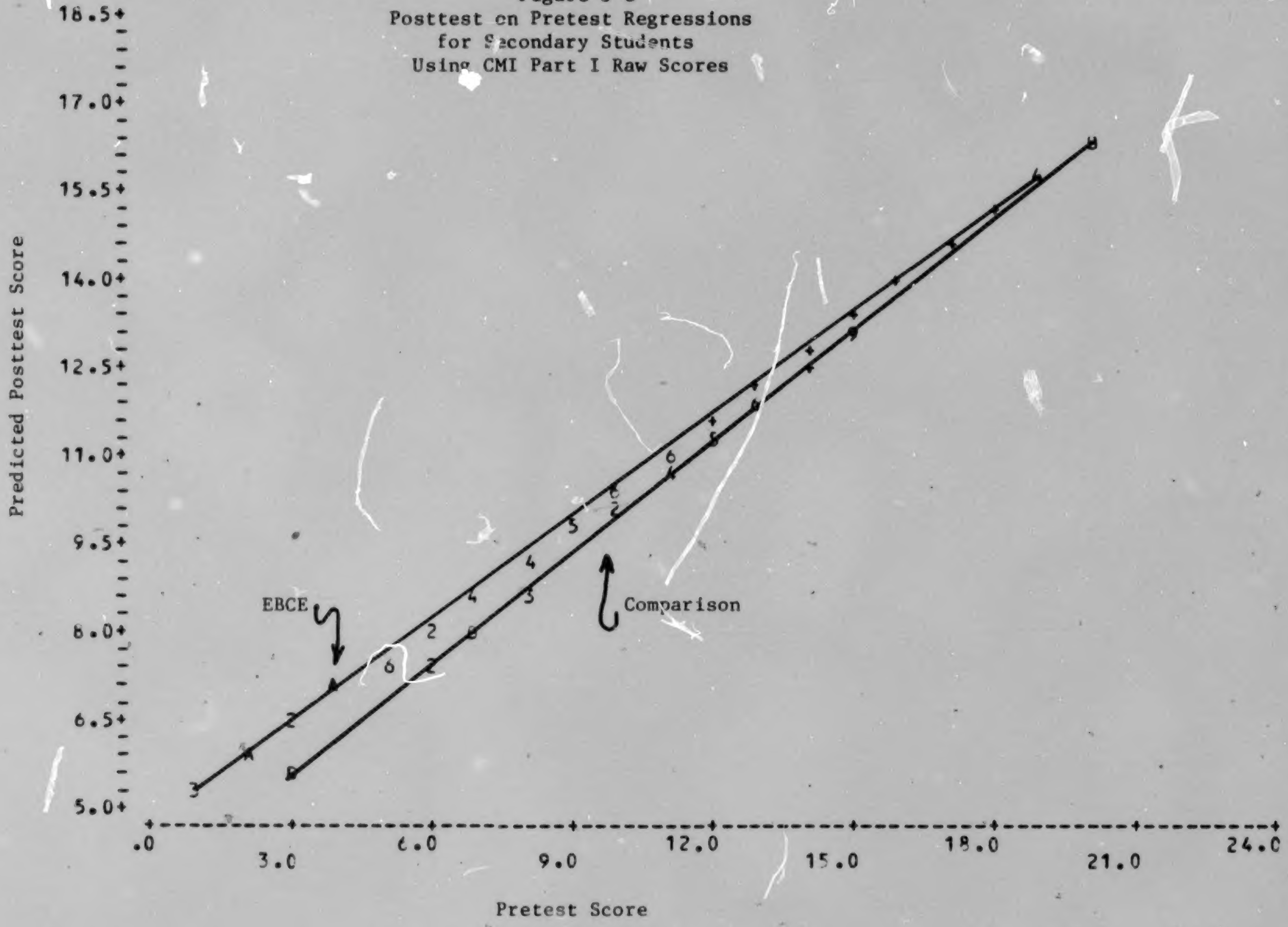

Figure 4-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part II Raw Scores

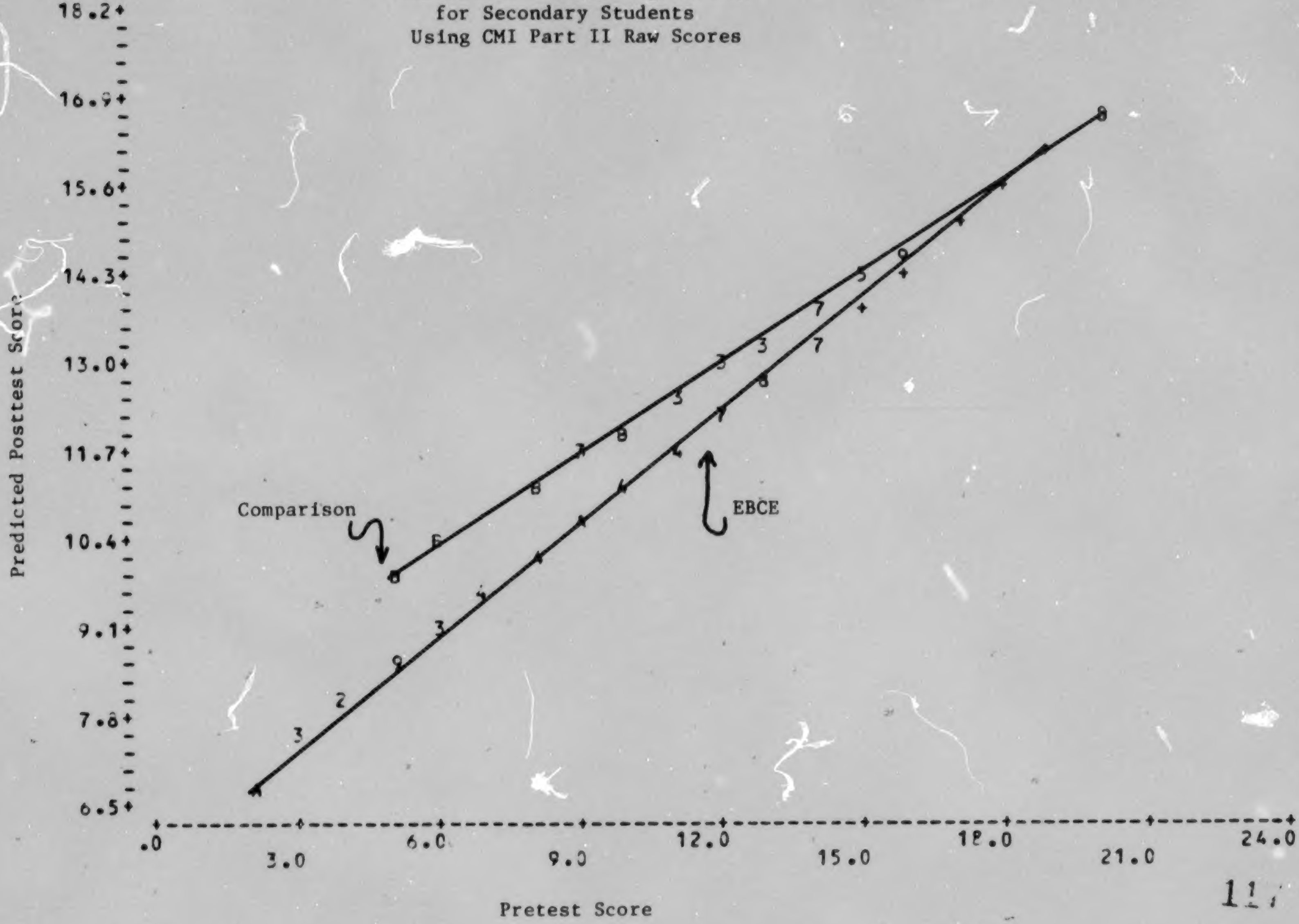

Figure 5-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part III Raw Scores

III

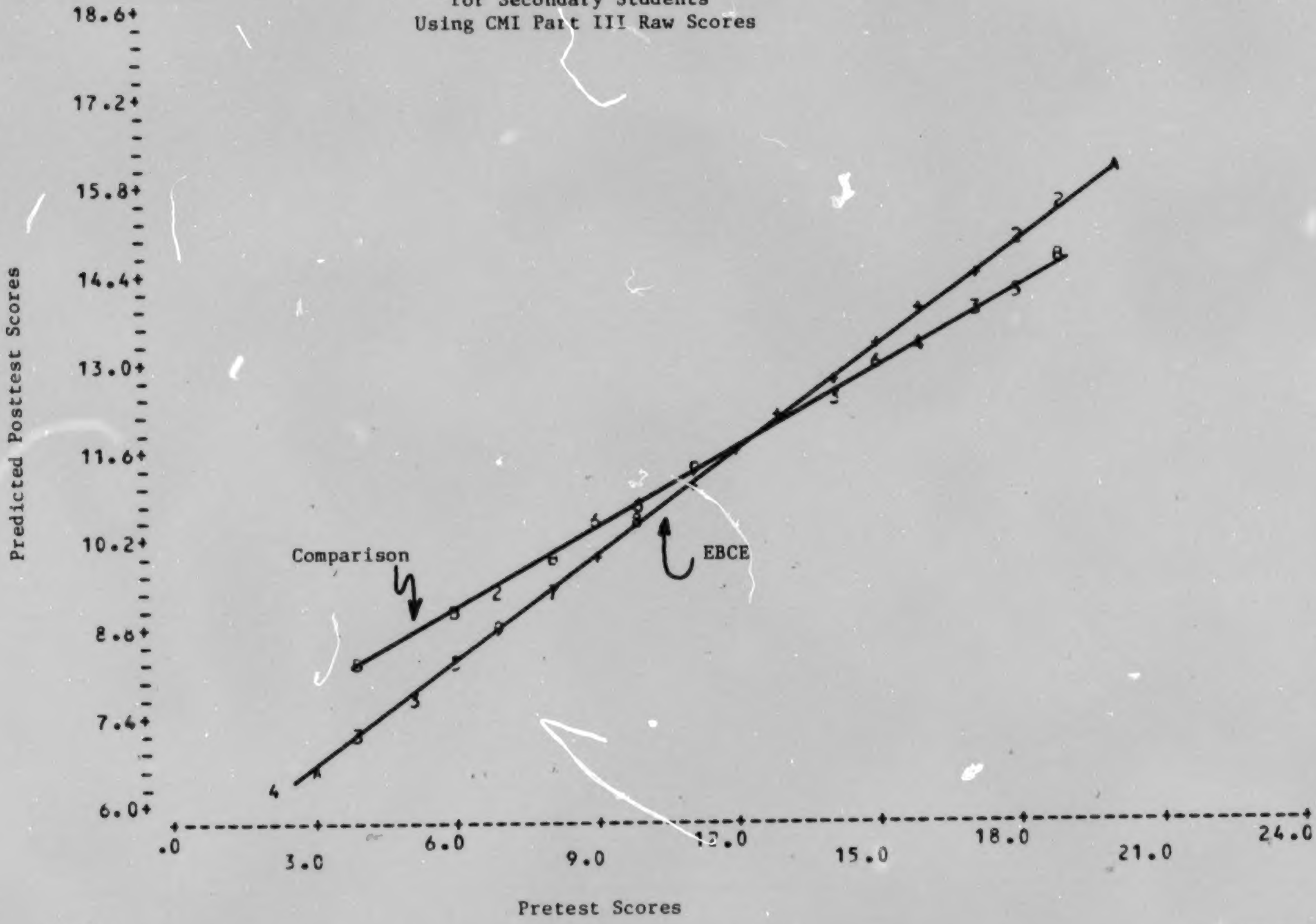

Figure 6-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part IV Raw Scores

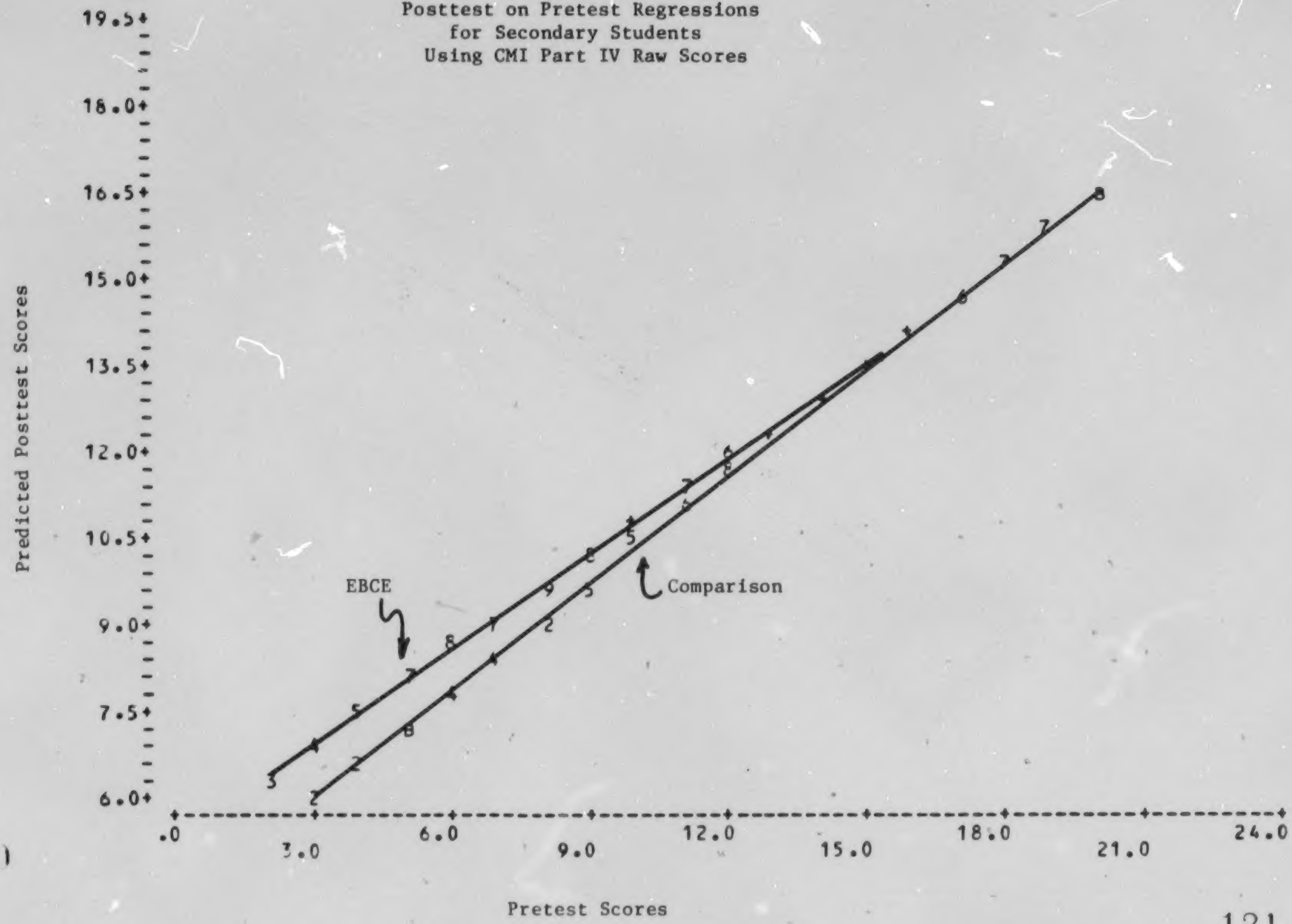

Figure 7-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part V Raw Scores

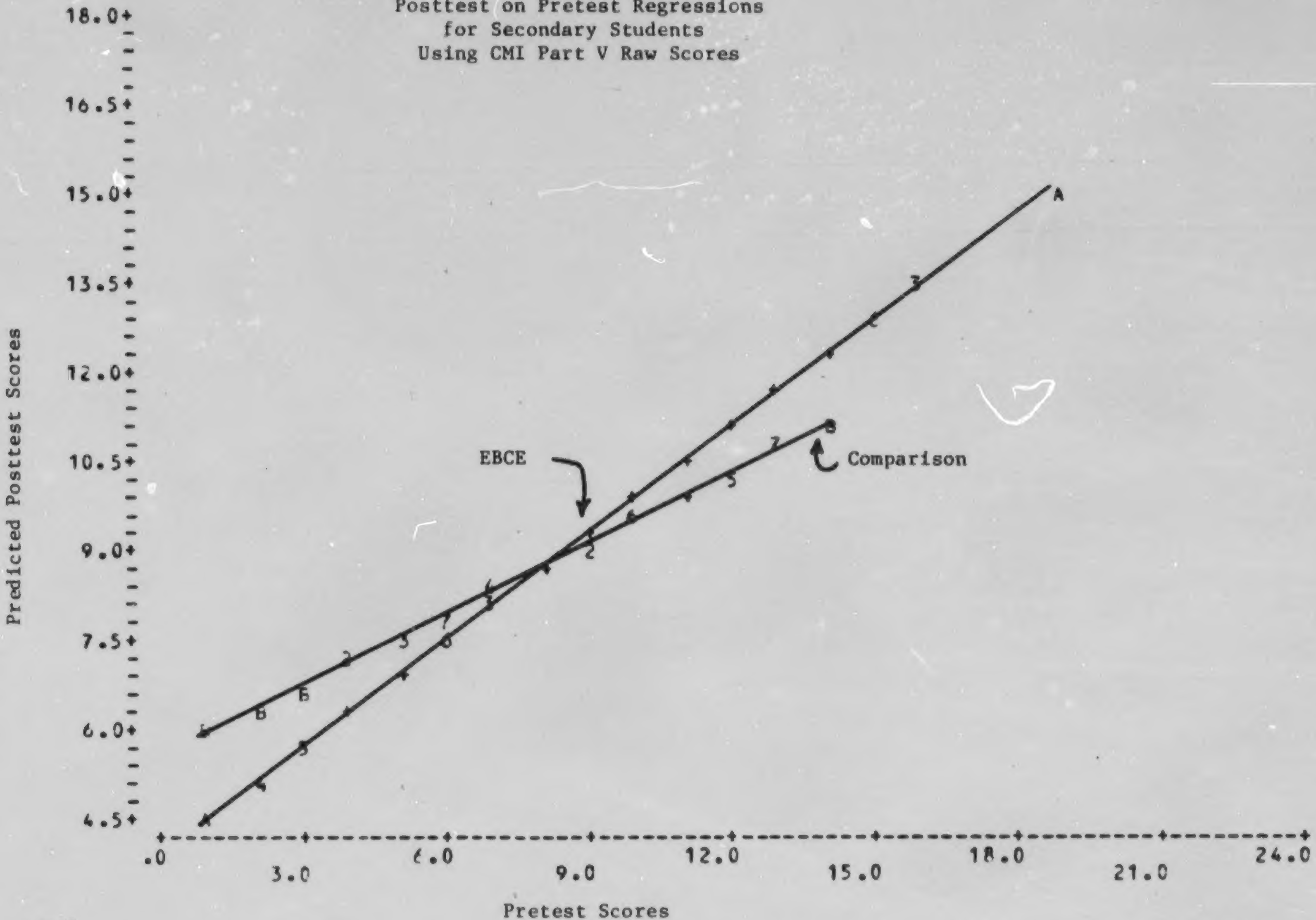

Table 9-e

Summary of Nonstandard Analysis of Covariance Comparisons for Secondary Groups on CMI

Subtest	Slope of Regression Lines[1]	Comparisons of Predicted Posttest Means[2] At EBCE Pretest Mean	Comparisons of Predicted Posttest Means[2] At Comparison Pretest Mean	Comparisons of Predicted Posttest Means[2] At Overall Pretest Mean	Adjusted Means[3] EBCE Predicted Posttest Mean	Adjusted Means[3] Comparison Predicted Posttest Mean
Part I	F = 0.15 {1, 211}	F = 0.26 (13.0)	F = 0.20 (13.6)	F = 0.24 (13.1)	12.3	12.0
Part II	F = 0.28 {1, 210}	F = 0.38 (14.4)	F = 0.30 (14.9)	F = 0.36 (14.5)	13.6	14.0
Part III	F = 0.46 {1, 207}	F = 0.01 (11.9)	F = 0.04 (12.6)	F = 0.01 (12.1)	11.7	11.7
Part IV	F = 0.17 {1, 200}	F = 0.24 (11.3)	F = 0.27 (11.1)	F = 0.25 (11.2)	11.4	11.1
Part V	F = 0.87 {1, 196}	F = 0.07 (9.2)	F = 0.04 (9.0)	F = 0.06 (9.2)	9.3	9.2

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[1] Numbers in brackets denote degrees of freedom for all contrasts in the row.

[2] Numbers in parentheses indicate pre-treatment group means.

[3] Adjusted post-treatment means are calculated at overall pre-treatment means.

2. There will be no significant difference in the CMI scores between post-secondary EBCE participants and nonparticipants. The post-secondary EBCE participants were drawn from enrollees at the two campuses of IJC. The post-secondary comparison students were enrolled primarily at the Tupelo campus of IJC. Raw scores were used as the unit of comparison for the two groups. A summary of the mean scores for both groups on each of the five parts of the CMI is presented in Table 10-e. Before the reader attempts to interpret these results, one point should be made clear. Many fewer EBCE post-secondary enrollees took both the pretest and posttest than were actually in the program. Therefore, the changes from pretest to posttest shown in Table 10-e may not be an accurate indicator of what changes would have been observed had all the participants taken both tests.

As was the case for the secondary students, the post-secondary comparisons were made using nonstandard analysis of covariance. Figure 8-e illustrates the posttest on pretest regression lines for the post-secondary groups for part I of the CMI. The lines are different in slope, but are close to one another at and above the pretest means, indicating little differences between the predicted posttest scores for the various pretest scores. Table 11-e presents the results of the various significance tests which were made. The slopes of the lines were not significantly different, nor were any of the means comparisons significantly different at the .01 level.

The comparisons of the two post-secondary groups on part II of the CMI are presented in Figure 9-e. The various significance tests were all not statistically significant (see Table 11-e). Had the sizes in the groups been larger, as would have been the case if all post-secondary EBCE participants had taken both tests, then the observed differences would, in all likelihood, have been significantly different.

The posttest on pretest regression lines for part III of the CMI are illustrated in Figure 10-e. As was the case with part II, the lines may be seen to be nearly parallel, indicating a relatively constant difference in predicted posttest score in favor of the EBCE group at any given pretest score. These differences, with the exception of the contrast made at the EBCE pretest mean, were not statistically significant (see Table 11-e).

Figure 11-e presents the comparison of the post-secondary students on part IV of the CMI. Contrary to the case of the first three parts of the CMI, the comparisons yielded significant differences in the predicted posttest performance between the two groups, favoring the EBCE participants (see Table 11-e).

The posttest on pretest regression lines for the post-secondary groups on part V of the CMI are presented in Figure 12-e. Again, the differences in prediced posttest mean scores between the two groups were statistically significant. The EBCE participants had the higher adjusted mean scores (see Table 11-e).

To summarize briefly, the post-secondary comparison students had lower posttest scores, on the average, after adjustment for pretest differences, than did the EBCE students on the five parts of the CMI. These differences were statistically significant for one contrast on part III, and all contrasts on parts IV and V only. One reason for this is the relatively small number

Table 10-e

Summary Statistics for CMI Raw Scores of Post-secondary Students

Subtest	EBCE		Comparison	
	Pretest	Posttest	Pretest	Posttest
Part I				
Mean	15.62	16.31	16.38	14.19
SD	2.60	2.59	1.86	4.45
Number	13	13	48	48
Part II				
Mean	17.15	18.54	18.54	15.75
SD	3.21	2.50	1.74	5.55
Number	13	13	48	48
Part III				
Mean	14.62	16.23	15.79	13.17
SD	2.33	3.40	2.42	5.31
Number	13	13	48	48
Part IV				
Mean	13.69	17.08	14.77	12.29
SD	2.29	2.43	3.71	5.95
Number	13	13	48	48
Part V				
Mean	11.08	13.92	11.77	10.23
SD	3.95	4.35	3.78	4.52
Number	13	13	48	48

127

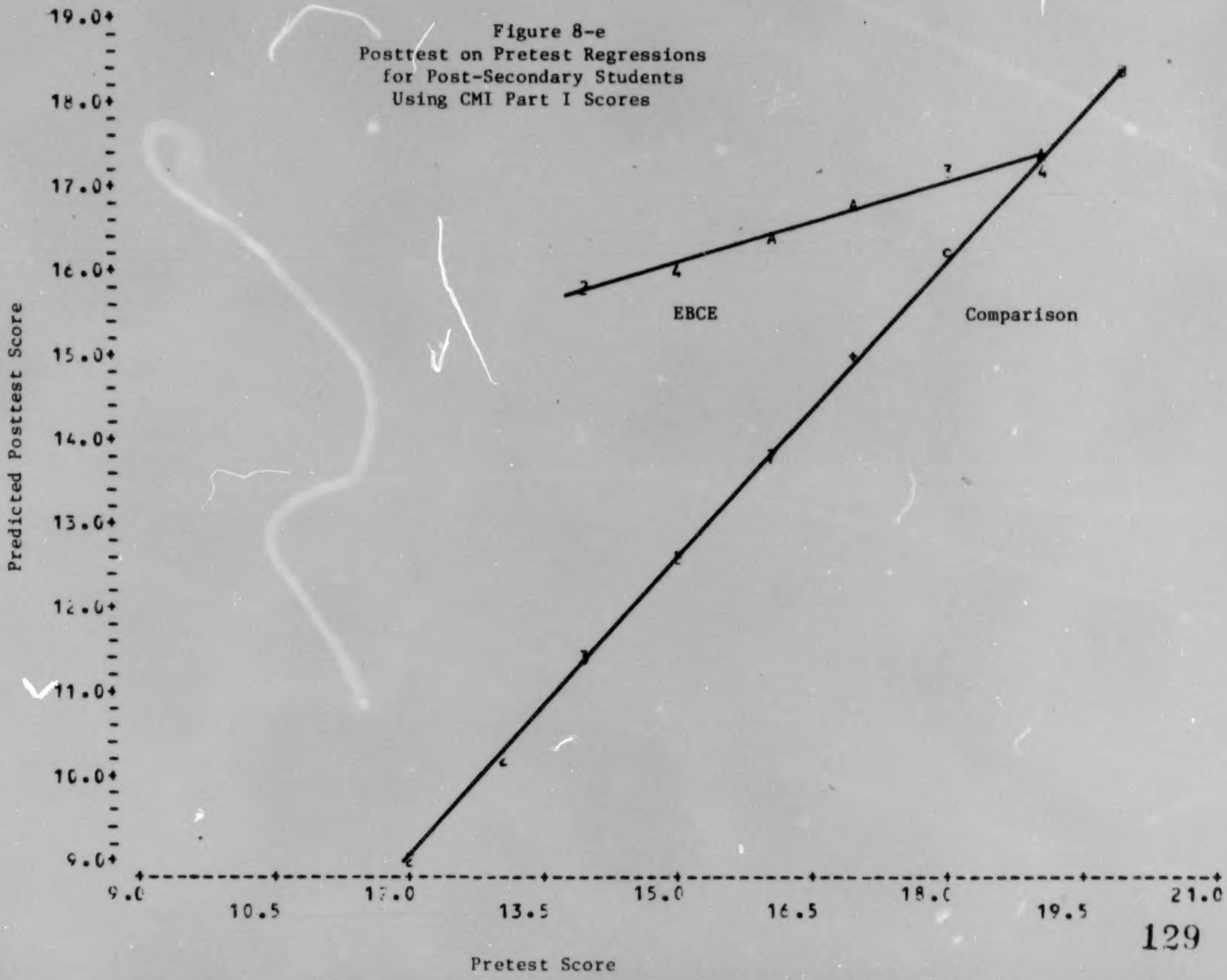


Figure 8-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part I Scores

Figure 9-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part II Scores

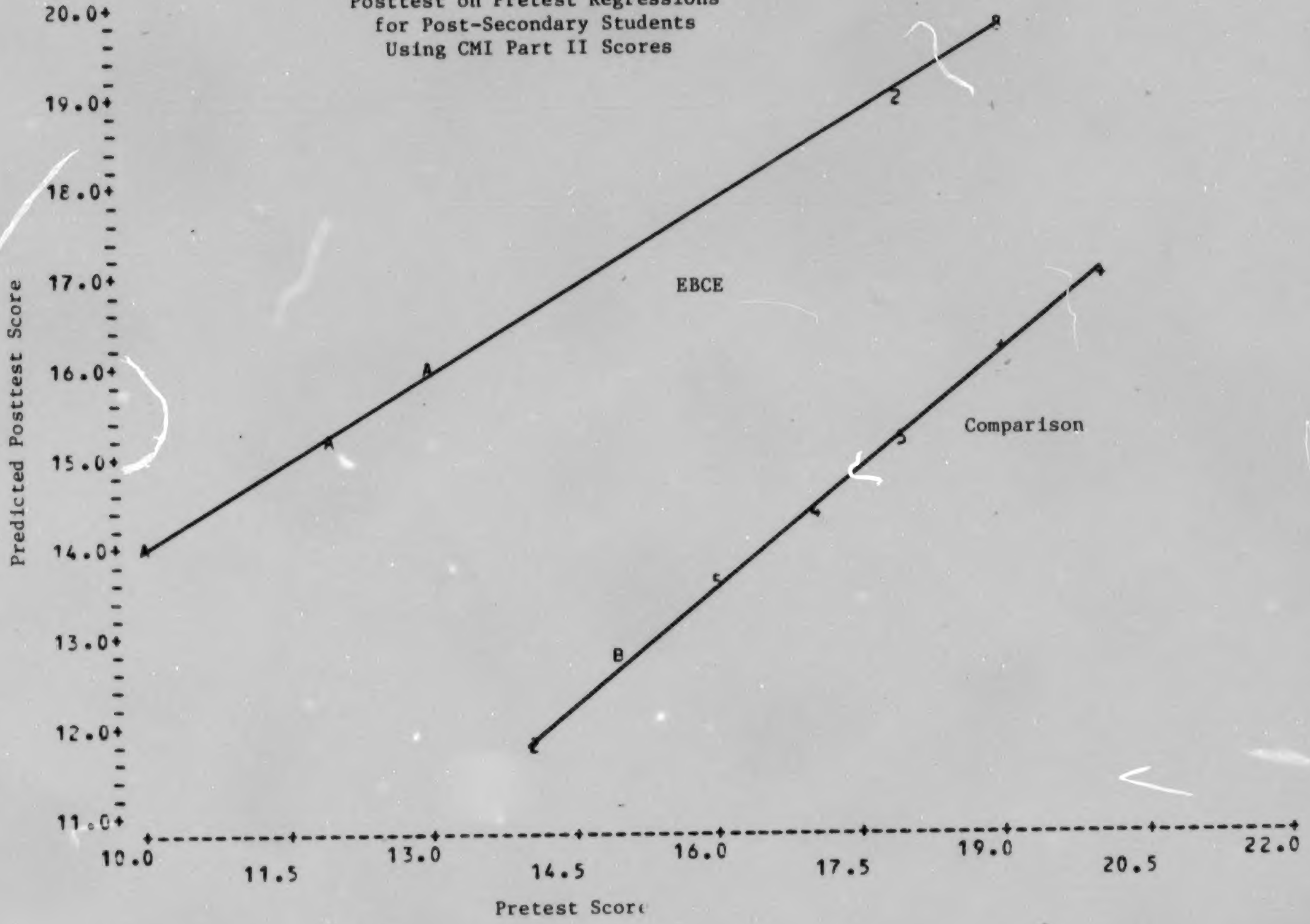


Figure 10-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part III Scores

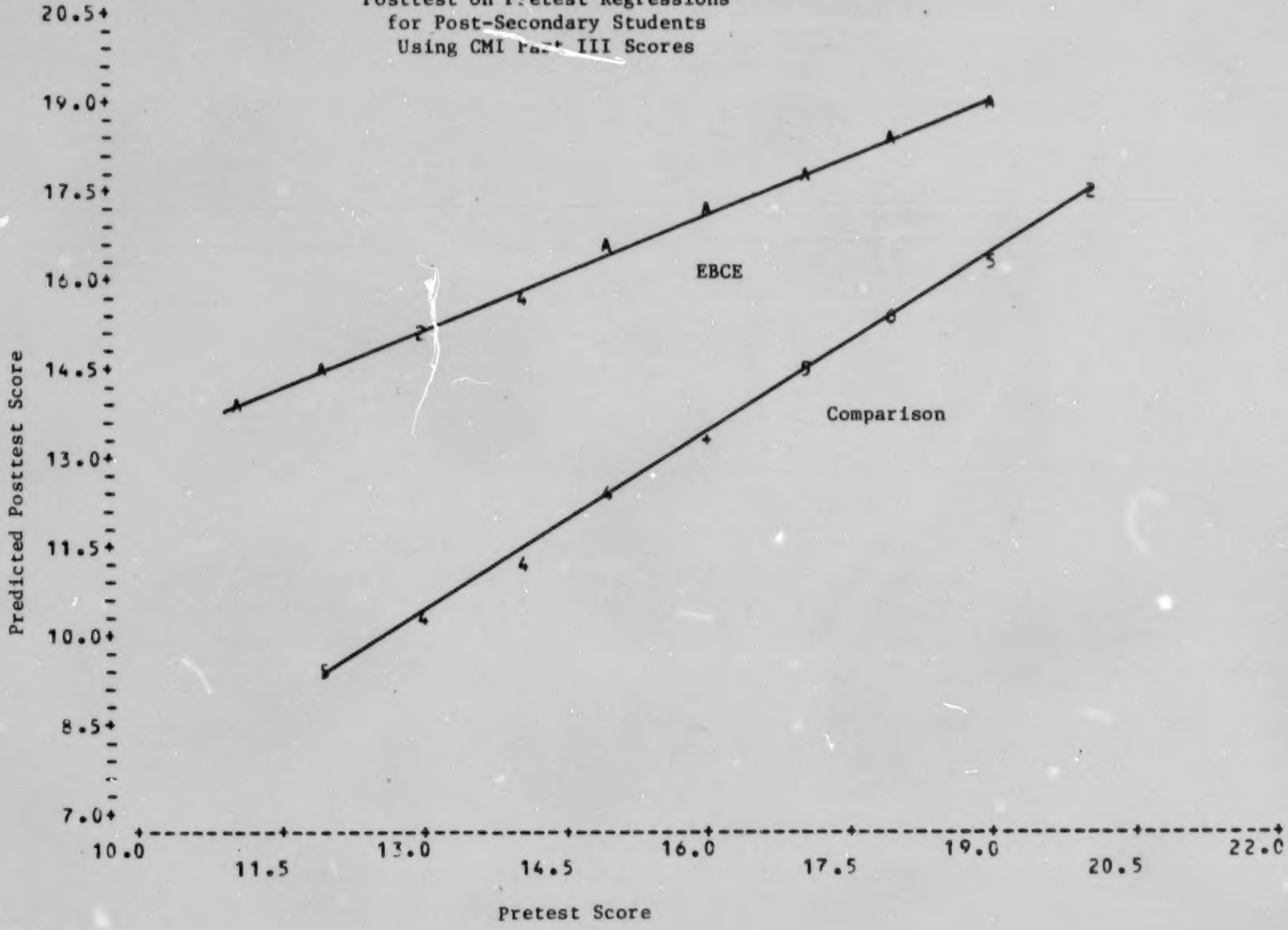
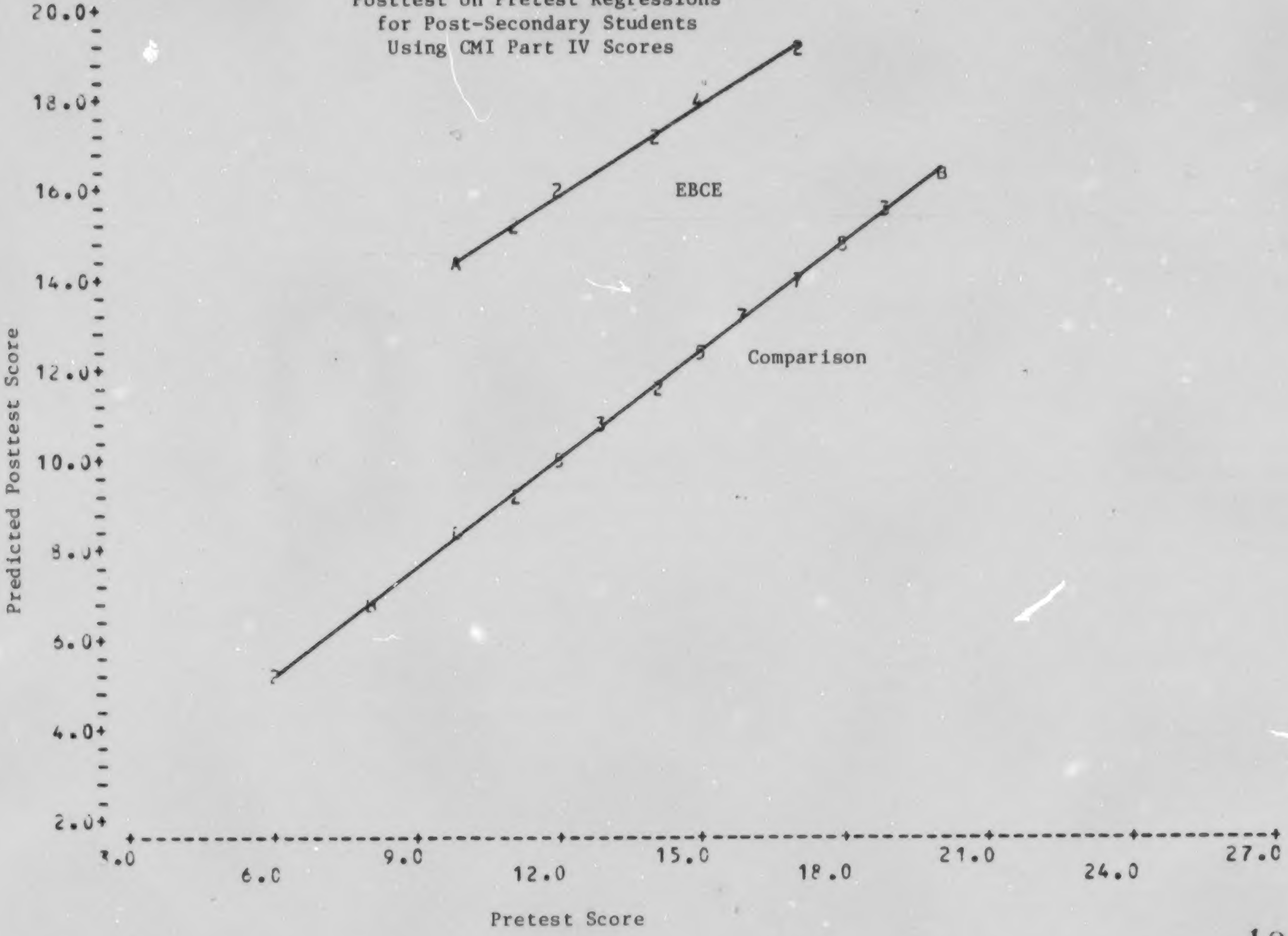


Figure 11-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part IV Scores



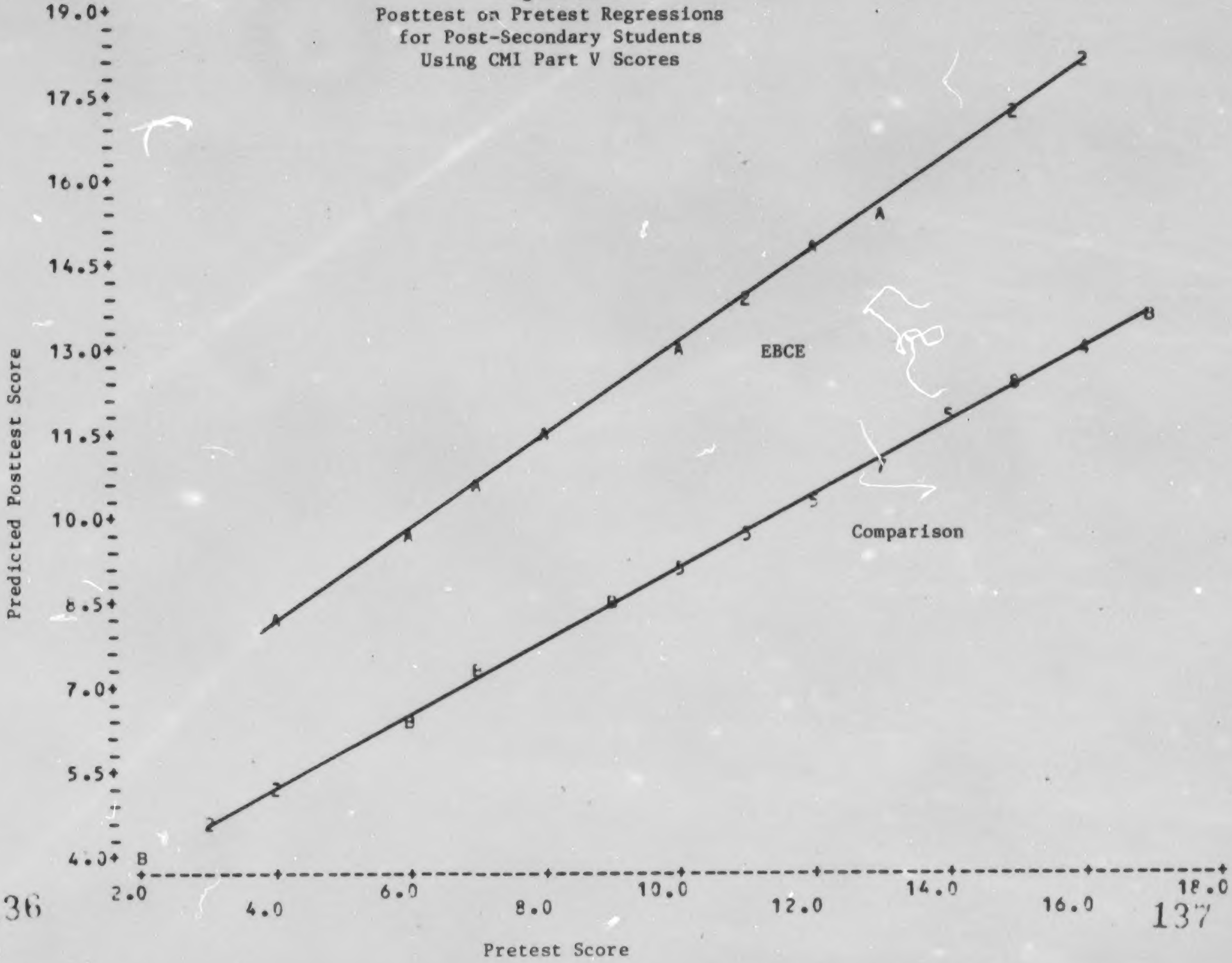


Figure 12-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part V Scores

Table 11-e

Summary of Nonstandard Analysis of Covariance Comparisons for Post-Secondary Groups on CMI

Subtest	Slope of Regression Lines[1]	Comparisons of Predicted Posttest Means[2]			Adjusted Means[3]	
		At EBCE Pretest Mean	At Comparison Pretest Mean	At Overall Pretest Mean	EBCE Predicted Posttest Mean	Comparison Predicted Posttest Mean
Part I	F = 2.73 {1, 57}	F = 6.60 (15.6)	F = 4.02 (16.[illegible])	F = 4.58 (16.2)	16.5	14.0
Part II	F = 0.13 {1, 57}	F = 5.88 (17.2)	F = 4.92 (18.5)	F = 5.34 (18.2)	19.2	15.4
Part III	F = 0.33 {1, 57}	F = [illegible].78* (14.6)	F = 6.17 (15.8)	F = 6.91 (15.5)	16.8	12.9
Part IV	F = 0.04 {1, 57}	F = 14.38* (13.7)	F = 11.74* (14.8)	F = 12.62* (14.5)	17.6	12.1
Part V	F = 0.37 {1, 57}	F = 12.54* (11.1)	F = 13.09* (11.8)	F = 13.04* (11.6)	14.3	10.1

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[1] Numbers in brackets denote degrees of freedom for all contrasts in the row.
[2] Numbers in parentheses indicate pre-treatment group means.
[3] Adjusted post-treatment means are calculated at overall pre-treatment means.
*p < .01

of EBCE students for whom scores on both tests were available. Had more of the EBCE enrollees completed both tests, the results might have been different. The point made concerning declining scores from pretest to posttest for secondary students may be made here also. For the post-secondary comparison group, the mean scores declined on all five CMI subtests. It may well be the case that the motivation for the examinees to perform well on the posttest was far below what it should have been.

3. There will be no significant difference in the CTBS reading comprehension scores between secondary EBCE participants and nonparticipants. The reading comprehension subtest of the CTBS contains forty-five items. The scores of the secondary groups expressed in raw scores on the reading subtest are presented in Table 12-e. The mean score of the EBCE participants increased from pretest to posttest, while the comparison group's scores declined on the average. Nonstandard analysis of covariance comparisons were also made. Figure 13-e illustrates the posttest on pretest regression lines for CTBS reading raw scores for both secondary groups. The EBCE group had clearly higher posttest scores at the points of comparison, although the differences were not statistically significant. The significance tests are summarized in Table 13-e.

4. There will be no significant difference in the CTBS mathematics computation scores between secondary EBCE participants and nonparticipants. The CTBS mathematics computation subtest is comprised of twenty-five items. Table 12-e presents the mean pretest and posttest scores for both secondary level groups on the mathematics computation subtest. The EBCE group mean increased from pretest to posttest, by about one point. The comparison group, however, declined in mean score by about one and one-half points. The corresponding increase in standard deviation indicates a lot of very low scores showing up on the comparison group posttest data which were not present in the pretest results.

Nonstandard analysis of covariance comparisons were made between the two groups. Figure 14-e presents the posttest on pretest regression lines for the mathematics computation raw scores. The comparisons yielded consistent statistically significant differences at the .01 level, favoring the EBCE participants (see Table 13-e).

As mentioned earlier, however, the decidedly poorer performance of the comparison group on the posttest may have masked any real differences between the groups. The comparison students, in the absence of any treatment, would normally not be expected to decline so severely in performance. Tables 14-e and 15-e summarize the number and percentage of students at both the secondary and post-secondary levels in both participant and nonparticipant groups whose scores increased or decreased on part I of the CMI (Table 14-e), and on the mathematics computation subtest (Table 15-e) from pretest to posttest.

Table 12-e

Summary Statistics for CTBS Raw Scores of Secondary Students

Subtest	EBCE		Comparison	
	Pretest	Posttest	Pretest	Posttest
Reading				
Mean	24.42	24.90	26.53	24.44
SD	9.50	11.07	9.01	10.34
Number	160	152	59	59
Mathematics Computation				
Mean	12.48	13.44	13.46	11.84
SD	5.60	6.35	4.48	5.80
Number	161	150	59	58
Mathematics Applications				
Mean	11.50	12.55	12.52	11.87
SD	5.47	6.53	6.18	5.12
Number	157	147	56	57

111

Figure 13-e
Posttest on Pretest Regressions
for Secondary Students
Using CTBS Reading Raw Scores

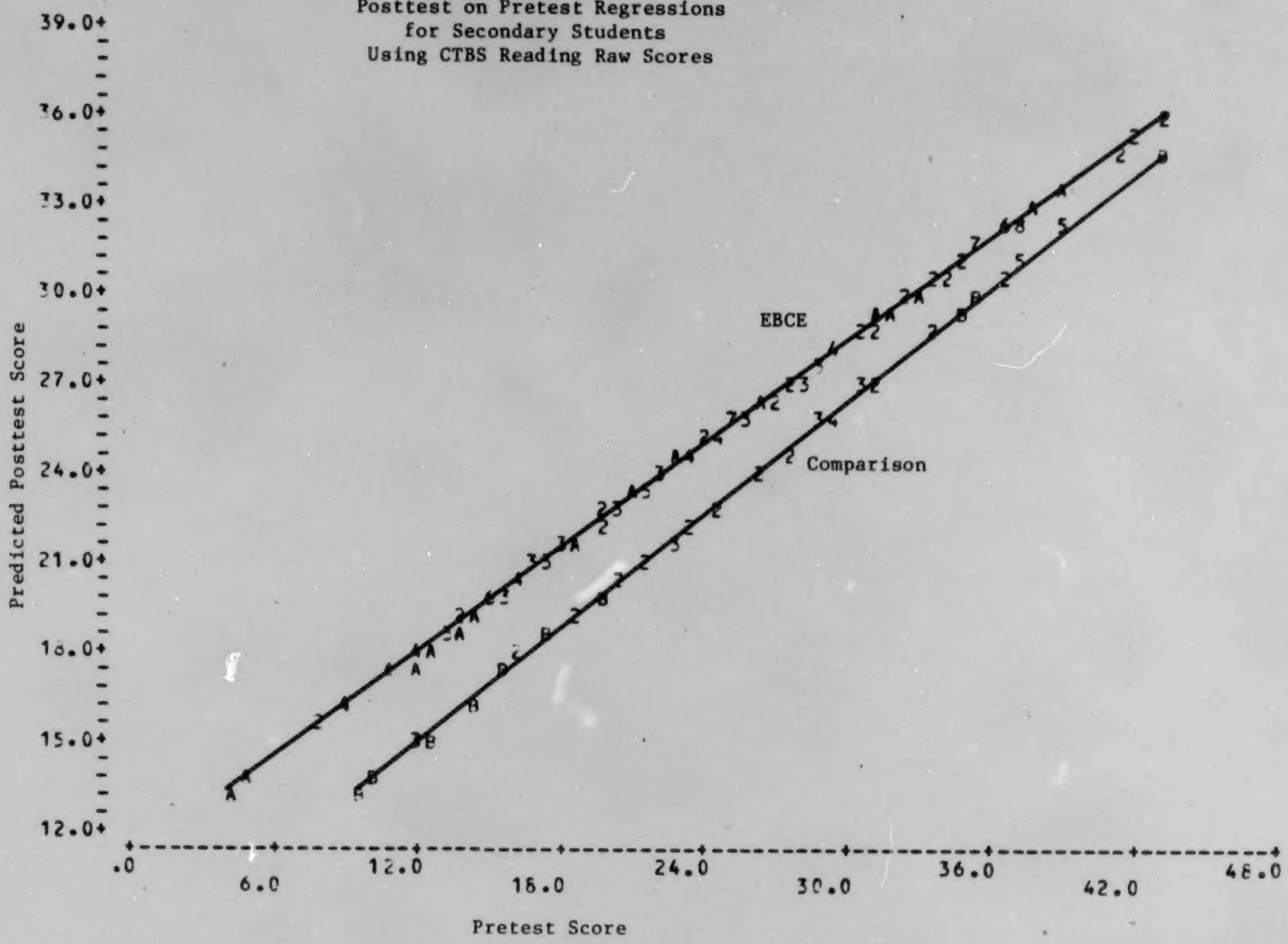

Figure 14-e
Posttest on Pretest Regressions
for Secondary Students
Using CTBS Math Computation Raw Scores

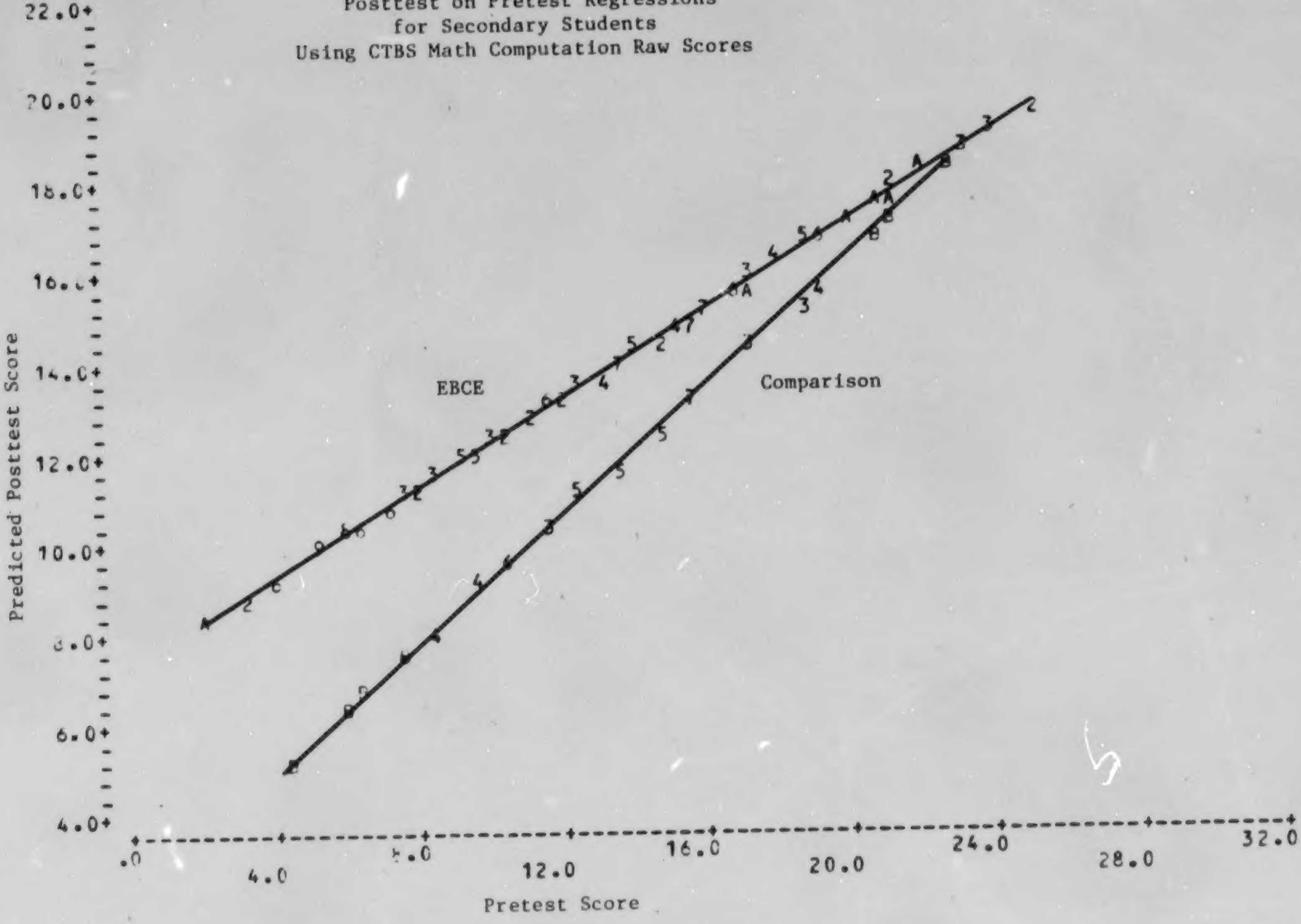

Table 13-e

Summary of Nonstandard Analysis of Covariance Comparisons for Secondary Groups on CTBS

		Comparisons of Predicted Posttest Means[2]			Adjusted Means[3]	
Subtest	Slope of Regression Lines[1]	At EBCE Pretest Mean	At Comparison Pretest Mean	At Overall Pretest Mean	EBCE Predicted Posttest Mean	Comparison Predicted Posttest Mean
Reading	F = 0.11 {1, 200}	F = 2.38 (24.2)	F = 2.19 (26.8)	F = 2.36 (24.9)	25.5	23.2
Mathematics Computation	F = 1.06 {1, 201}	F = 7.69* (12.4)	F = 6.52* (13.6)	F = 7.47* (12.7)	13.6	11.2
Mathematics Applications	F = 0.06 {1, 190}	F = 0.90 (11.3)	F = 0.80 (12.8)	F = 0.88 (11.7)	12.7	11.8

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[1] Numbers in brackets denote degrees of freedom for all contrasts in the row.
[2] Numbers in parentheses indicate pre-treatment group means.
[3] Adjusted post-treatment means are calculated at overall pre-treatment means.
*$p < .01$

Table 14-e

Summary of EBCE and Comparison Group Pretest to Posttest Changes on Part I Subtest of CMI

	Secondary Students				Post-secondary Students			
	EBCE		Comparison		EBCE		Comparison	
	Number	%	Number	%	Number	%	Number	%
Cases with stable or increasing scores	79	51	28	47	9	69	18	38
Cases with decreasing scores	76	49	32	53	4	31	30	62
Total	155	100%	60	100%	13	100%	48	100%

Table 15-e

Summary of EBCE and Comparison Group Pretest to Posttest Changes on CTBS Mathematics Computation Subtest

	EBCE		Comparison	
	Number	%	Number	%
Cases with stable or increasing scores	88	60	28	49
Cases with decreasing scores	60	40	29	51
Total	148	100%	57	100%

The percentage of cases with declining scores is astonishingly large for the comparison group on the CMI (53% for secondary and 62% for post-secondary), and on the CTBS (51%). The percentages of decreasing scores for the EBCE groups, while large, are more than offset by the percentage of students whose scores improved (51% for secondary and 69% for post-secondary on the CMI, and 60% on the CTBS). These figures should serve to caution the reader that all the comparisons made must be viewed as possibly suspect, due to the apparent lack of motivation on the students' part to perform as well as they could.

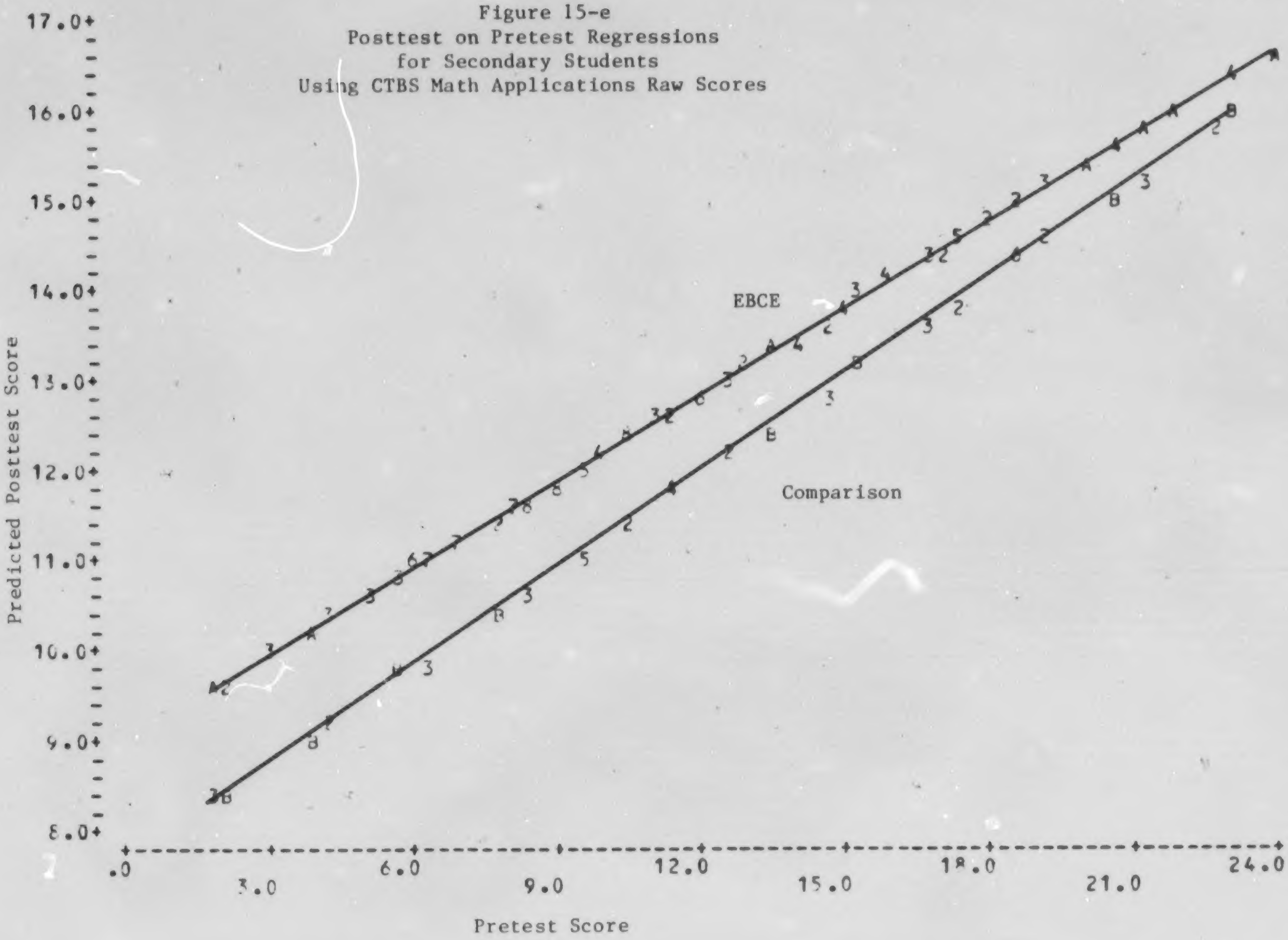
5. There will be no significant difference in the CTBS mathematics applications scores between secondary EBCE participants and nonparticipants. The CTBS mathematics applications subtest contains twenty-five items. Table 12-e presents the mean pretest and posttest scores for both secondary-level groups on the mathematics applications subtest. The EBCE group mean increased about one point, while that of the comparison group decreased about six-tenths of a point.

Nonstandard analysis of covariance comparisons were made between the two groups. Figure 15-e illustrates the posttest on pretest regression lines for the two groups, using CTBS mathematics applications raw scores. The significance tests between the two groups resulted in significantly higher predicted posttest scores for the EBCE participants than for the nonparticipants at the selected pretest means (see Table 13-e).

The decline in scores of the comparison group students may have exaggerated any existing differences between the groups. As mentioned earlier, the data indicate a lack of motivation on the part of the comparison students to perform as well as they could have on these tests.

What was not mentioned before, however, was the fact that for FY 79 an abbreviated testing scheme for the CTBS was initiated. On the pretest, students would answer only one-half the items. The posttest would then consist of the remaining half of the test. (This scheme evolved from one of the recommendations listed in the FY 78 annual report.) While informal comments received on this reduced testing time were favorable, the problem of motivation appears still to exist.

Figure 15-e
Posttest on Pretest Regressions
for Secondary Students
Using CTBS Math Applications Raw Scores



Discussion

During FY 79, the EBCE project expanded both the number and type of clients served, and increased the range of services offered. The project staff exhibited a professional attitude and a sincere dedication to their work at all times. That the project staff was able to encourage so many secondary students to explore at least two sites (see Table 5-e), when participation was entirely voluntary, attests to the good relationships the learning coordinators had developed with their enrollees, as well as a concern on the part of the entire staff to operate a sound program.

A follow-up of past EBCE enrollees indicated a generally positive attitude towards participation in the program. Informal discussions with FY 79 enrollees yielded similarly positive perceptions of the program.

As much as possible, the project offered its services on an open-entry, open-exit, part-time or full-time participation basis. For secondary-level enrollees, the artificial confines of the school day schedule and academic semester may have thwarted this intended flexibility to some extent. For post-secondary and nonschool participants, however, the requisite flexibility appeared to have been present. If there was one area in which individual needs might not always have been given their due consideration, that would be the orientation activities. The learning coordinators had indicated, informally, that the same--or very similar--orientation activites were presented to most enrollees. Exceptions to this practice occurred most often for post-secondary and nonschool participants.

One aspect of the program with which most enrollees were annoyed was that of the testing. The results of the pretest or posttest could not be used very often by the learning coordinators when working with the students. This was not unexpected; unless the coordinators were to score each test by hand, they had to wait several weeks for results if the tests were machine-scored. Such a time lag often meant the difference between a participant still being in the program or having left long ago. From the enrollee's point of view, then, the testing was understandably an unpleasant chore, resulting in no apparent payoff. The appropriateness of comparing students on standardized tests of achievement, such as the CTBS, is dubious when the project activities are not aimed at helping students develop academic skills. These points, when considered for students in the comparison groups, may serve to explain the apparent lack of motivation to perform well on the tests. The validity of these results, as a means of describing the EBCE program as a success or failure, is questionable.

This final project year saw the EBCE program expand to all five IJC counties, increase the number and percentage of secondary, exploratory participants, serve an enormous number of auxiliary students, and engage in dissemination and diffusion activities on an in-state and out-of-state basis. From its first year, the EBCE project has served over 600 participants directly and over 1,700 auxiliary students.

Recommendations

Below are the recommendations made as a result of observing the processes and products of the EBCE project from FY 77 through FY 79.

1. The aspects of the program which seemed to work well, such as the widely-used orientation activities, should be packaged and made available to other schools and EBCE projects in the nation. Use of the ERIC system might be one reasonable method for accomplishing this task.

2. Some aspects of the program never worked too well during this project. Among these are: (a) the use of achievement tests for gauging program effectiveness with secondary participants; (b) pre- and posttesting all participants and comparison students on the CMI; and (c) the "Career corners," which were generally not used by students (although the materials housed within these corners often were used, when passed to the student by the learning coordinator). These aspects of an EBCE program should, in all likelihood, be considered optional rather than required activities.

3. Because of the problems cited in number 2 above, the following suggestions are made for any future EBCE program:

   A. Develop and use a participant follow-up survey procedure. This is perhaps the best means of obtaining empirical information for use in program improvement.

   B. Choose measures of enrollee competence which relate to the experiences of the program. Unless the program is aimed at improving academic skills, do not require the students to take academic tests as a means of judging the program. The CMI is somewhat appropriate, although other sets of competence measures exist (e.g., the Career Skills Assessment Program, by the Educational Testing Service), or may be developed. When students are forced to take tests for which they see little relevance, it should be no surprise that a lack of motivation to perform well might exist.

   C. Incorporate a split testing schedule. One method is to give the pretests to a randomly selected half of the students in both participant and control groups. At posttest time, give the tests to the other half in each group. Each student takes each test only once.

   D. Avoid having a fixed-based materials center as the primary means of giving participants access to career-related materials. This project saw the most effective method was for the learning coordinators to supply, on an individual basis, the materials a student expressed a desire to see. A bonus of this approach is that it encourages more individual interaction between the coordinators and students.

E. Encourage a team approach. For best infusion within existing school settings, EBCE projects should pair a school's counselor(s) with the project's learning coordinator.

F. Utilize different publicity activities for any EBCE project. However, if one goal is to reach as many eligible nonschool persons as possible, use of local television, radio, and newspaper sources should be made. In addition, the EBCE project should attempt to link itself in a cooperative effort with nonschool agencies, such as community action programs, state employment service offices, and special job training programs. It is not unreasonable to postulate that the various job-training programs might be far more successful in assisting individuals in finding long-term job placement if there was a career exploration component as a part of the program.

G. Orient the program for maximum impact. Various aspects of EBCE programs may be incorporated easily within a secondary or post-secondary school curriculum. The alliances between project personnel should include school teachers, counselors, public service agencies, chambers of commerce, local business organizations, and local media sources. By aiming a program's sights not at project survival as an independent entity, but rather at longevity of the program by incorporation with existing agencies and facilities, an EBCE project and its many good works will better stand the limitations of existence through external funding only.

H. Establish an EBCE cooperative network, which would allow any one project, whether new or old, to access the proven techniques, methods, and products of other EBCE projects. Dissemination of such information would appear to be a vital service which the U. S. Office (now Department) of Education could provide.

I. Choose, very carefully, the intended clientele for the program. In a secondary school setting, one learning coordinator can accommodate a considerable number of participants. Providing similar services for nonschool, special education, or adult basic education clients requires far more individual work, and reduces the amount of group work one may accomplish. Therefore, when judging the effectiveness of a program, if the number of persons served is a criterion, then one needs to note what types of clients have been served.

4. With respect to this EBCE project, the final recommendation is for each project member to continue the dissemination of products, information, and techniques which were shown to be successful during the project, both as individuals and as former members of a successful EBCE project.

APPENDIX A

EXPERIENCE BASED CAREER EDUCATION

LEARNING GUIDE

FOR:

Lee County Library

155

Resource Person's name Mrs. Ann Wallace Job title Assistant Director

Primary WTG(Name and Number) **12 - Interviewing, Information Giving & Related Work**

Secondary or related WTGs(Name and Numbers) **16 - Information Gathering, Dispensing, Verifying**

Name of person to contact to place student Mrs. Ann Wallace Phone 842-7791

Number of students this Resource Person can handle at one time (spacing requirements, if any)

one professional; one nonprofessional

Name of Section or Unit in which this Resource Person works

Specific time Resource Person expects student to be on site. From 8 a.m. To 5 p.m.

Smoking Regulations in this section of site Staff room

Dress code for this section of site Neat, business appearance

Special Restrictions None

Other comments None

Resource Person job description (in task statements):

PROFESSIONALS

Director
1. Coordinate all library services and programs
2. Prepare budget and approve all financial disbursements
3. Work with funding agencies
4. Develop better and new library services

Assistant Director
1. Select and organize library materials in reference area
2. Select and organize library materials, both reference and circulating, print and non-print in area of agriculture, business, and industry
3. Plan and implement publicity concerning library services
4. Plan and implement Library Browser radio program
5. Work with clubs in planning programs
6. Serve as MLC Interlibrary Loan contact
7. Plan and implement special programs for adults
8. Other tasks as assigned by director

Technical Services Librarian
1. Original cataloging of materials
2. Supervise technical processes to ensure efficient operation
3. Work as assigned in reference
4. Assist with publicity, including radio programs
5. Supervise binding and weeding of library collection, including periodicals
6. Other tasks as assigned by Director

NONPROFESSIONAL

Clerks
1. Type correspondence, reports, catalog cards, etc.
2. Filing
3. Prepare new books for circulation
4. Check books in and out

Secretary-Treasurer
1. Pay bills authorized by Director
2. Type correspondence
3. Open mail
4. Take mail to post office
5. Make payroll checks
6. Prepare monthly, quarterly, and yearly financial reports
7. Take minutes at Board of Trustees meetings

WHAT MAY STUDENT DO WITH COMPETENCY (DESCRIBE THE BASIC SKILLS AND GIVE COMPETENCY LEVEL NEEDED)	" ✓ " if RP will evaluate
Reading skill at level to alphabetize Typing skill at 40 wpm	

SPECIAL KINDS OF POSSIBLE STUDENT INVOLVEMENT SUCH AS DISCUSSIONS, DEMONSTRATIONS, AND TUTORING IN WHICH RESOURCE PERSON WILL PARTICIPATE	" ✓ " if RP will evaluate

APPENDIX B

DISSEMINATION AND DIFFUSION ACTIVITIES

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Dissemination Activities

Dr. William Mattison, Itawamba Junior College Experience Based Career Education Local Director, discussing dissemination of the Itawamba Junior College Experience Based Career Education Project with Dr. George Saucier, Learning Coordinator, from Manatee Community College in Bradenton, Florida.

P. O. Box 1849

Bradenton, Fla.
33506

Georges J.B. Saucier
E.B.C.E. Learning Coordinator

Manatee Junior College

Telephone: 755-1511
Ext. 371

American Legion Auxiliary
DEPARTMENT OF MISSISSIPPI
WAR MEMORIAL BUILDING
P. O. BOX 1382
JACKSON, MISSISSIPPI 39205
(601) 353-3681

MRS. LOIS BROOM
Department President

MRS. LOLA SUMRALL
1st Vice President

MRS. FLORENCE SAPEN
2nd Vice President

MRS. INEZ McCAIN
Historian

MRS. DELORES GIBSON
Chaplain

MRS. EDITH A. MORGAN
Department Sec.- Treas.

March 22, 1979

Itawamba Junior College
Tupelo Branch
Eason Boulevard
Tupelo, Mississippi 38801

ATTENTION: Mr. Mattison

Dear Mr. Mattison:

We should be very pleased if you could address the 1979 session of Mississippi Girls State on the aspects of career education at 11:00, Monday morning, June 11, in the Auditorium of Hinds Junior College, Raymond, Mississippi.

We expect approximately 345 Girls State delegates. Early reports indicate an eagerness for this "once-in-a-lifetime" experience, and we anticipate that this 32nd session will be most meaningful.

We certainly hope you can find time in your busy schedule to join us on this date. Please let us know at your earliest convenience.

Sincerely,

Lois Broom
(Mrs.) Lois Broom
Department President

LINN-BENTON COMMUNITY COLLEGE

6500 S.W. Pacific Blvd.
Albany, Oregon 97321
503-928-2361

March 13, 1979

Experience-Based Career Education
Itawamba Junior College
Drawer 1588
Tupelo, MS 38801

Greetings:

Linn-Benton Community College has been awarded a grant from the State Department of Education in Oregon for the expressed purpose of developing a pilot program in Experience-Based Career Education at the community college level. We will be planning the program and carrying out recruitment and orientation/assessment activities in the spring with full program operation in the summer.

The National Directory for Experience-Based Career Education Programs lists your program as one of nine programs in the country which provide these services to post-secondary and adult students. Our college has a comprehensive program serving all groups within our community. As such, we have many needs and can profit from your experience with the program and the students you serve. If you have any written materials, brochures, reports, etc., which you can share with us, we will be very appreciative.

Thank you for any assistance you can provide.

Sincerely,

William A. Siebler
William A. Siebler
Director for Resource Development

COMMUNITY BASED
VOCATIONAL EDUCATION
P.O. BOX 1678
BRUNSWICK, GEORGIA 31520
(912) 265-6273
(912) 265-1606

Glynn County Board
of Education

March 15, 1979

TO ALL EBCE PROJECTS:

The South Shall Rise Again! Come May 1st, we want to spread the word from Dixie about EBCE and our program, CBVE, which is very similar.

You may remember that we'll be producing the fourth edition of the 1978-79 newsletter and will include many excerpts from the recent EBCE National Network Conference in San Antonio.

PLEASE, PLEASE get your newsletter copy ready and mail to my attention by April 1, 1979.

Everyone should have plenty of good news concerning their success with the project in their area. We appreciate everyone cooperating on this request for copy.

Sincerely,

Susan

Susan Burns
Learning Coordinator
COMMUNICATIONS/MEDIA

SB/pb

MERCER UNIVERSITY
MACON, GEORGIA
31207

May 16, 1979

Dear Colleague:

I am writing to encourage your participation in contributing to RSVP, the central publication of Commission III. As most of you are aware, RSVP is published four times each year and is filled with exciting information about innovative programs in residence halls throughout the nation.

The Southeastern region is particularly filled with dynamic programs which I would like to see us share with other readers of RSVP. As Southeastern regional editor of RSVP I am interested in seeing us contribute to RSVP. Encourage your colleagues to either send their contributions to myself at:

Mercer University
Macon, Georgia 31207

or to send them directly to:

Steven Petersen
Editor, RSVP
University of Vermont
Burlington, Vermont

Please contact me should you need any help in putting together an RSVP idea.

Sincerely,

Scott

Scott Anchors
Assistant Dean of Students

jar

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

April 18, 1979

Mr. Bill Madison
EBCE
Itawamba Junior College
Drawer 1588
Tupelo, MS 38801

Dear Colleague:

Far West Laboratory is updating the Directory of Experience-Based Career Education Programs that it prepared for the National Institute for Education during the spring of 1978. We want to list your program and include an up-to-date description of it. Would you complete the enclosed program-description form and return it to us in the stamped envelope provided? If any question asks for information that is deemed confidential by your district, simply omit it. If the selection of response-items is insufficient for description of your program, write any necessary additions or qualifying remarks on the form. Feel free to call me at (415) 565-3129 should you have any questions about the form or the intended distribution of the information.

Once information is compiled from all responding EBCE programs, the Directory will be reprinted. You will receive a complimentary copy.

Thank you for your assistance.

Sincerely,

Robert Spotts

Robert L. Spotts
Program Manager
FWL/Experience-Based Career Education

RLS:jv

Enclosure

1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103 · (415) 565-3000

CAREER EDUCATION

in

COMMUNITY and JUNIOR COLLEGES

A Survey of Current Programs and Needed Assistance

conducted for

AMERICAN ASSOCIATION OF
COMMUNITY AND JUNIOR COLLEGES
Washington, D.C.

conducted by

POLICY STUDIES IN EDUCATION
680 Fifth Avenue • New York, N.Y. 10019

THE NORTHERN INSTITUTE
For
Research, Training and Development, Inc.
650 West International Airport Road • Anchorage, Alaska 99502
Phone (907) 274-3691

July 18, 1979

Mr. William H. Mattison, Director
Experience Based Career Education
Eason Boulevard
Tupelo, MS 38801

Dear Mr. Mattison:

I recently received a copy of School-Community Linking Agencies, A National Guide and was very interested in your particular program. If available and your time permitting, I would like to get more detailed information regarding your program, i.e. how it was initiated, how funding was obtained, whether or not it is district-wide, the types of problems you have encountered, what the response of teachers, students and parents has been to the program, etc.

Our agency presently conducts workshops for teachers in career education which focus on the utilization of community resources as an integral part of the career education curriculum. I am hoping to put together a booklet/handout of "Ideas/Projects That Work!" to give to those teachers participating in the workshops. In this way, they will return to their classrooms not only with new skills but also with some ideas that work which they might initiate in their school or district.

Whatever help you can offer will be greatly appreciated and extremely useful. Thank you in advance for your time and effort.

Sincerely,

Marty

Ms. Marty Jordan Bomotti
Staff Development
Project Coordinator

MJB:k-mdj

An Equal Opportunity Employer

BOARD OF EDUCATION
Memphis City Schools
2597 Avery Avenue, Memphis, Tennessee 38112

Please reply to:
Daniel H. Campbell, III
Project Director
Memphis Experience Based Career Education
1363 Dixie
Memphis, Tennessee 38106

June 26, 1979

Dear EBCE Director & Staff:

Now as the federal funds of the EBCE Project run out and there seem to me no strong national emphasis on continuing federal funding of such programs, I see a real need to gain knowledge about our success at being funded by other sources.

Therefore, I am requesting that all projects fill out the following questionnaire which, when completed, will be sent to all of you so you will have a basis for future support or just an understanding of the effect of such projects on educational funding policy in the U.S.

It appears quite clear that much of the Career Education movement is now focusing on the Department of Labor and CETA, and yet these projects, although blending quite well with CETA, are certainly not to be considered just for CETA participants as EBCE is needed for all students in America.

We appreciate your support of this effort and thanks to all of you worked so hard these last three years meeting the challenge of Career Education.

Sincerely,

Daniel H. Campbell

Daniel H. Campbell, III
Project Director

DHC/bjj

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cc Mr. McGinnis
Mr. Wilhelm

Enclosure

The Commonwealth of Massachusetts

Southeastern Massachusetts University

North Dartmouth, Massachusetts 02747

College of Business and Industry
Center for Business Activity

September 10, 1979

Dear Colleagues:

The Southeastern Massachusetts College of Business and Industry through its Center for Business Activity Office would like your assistance in developing a comprehensive Career Education Resource Institute. Our research indicates that you are now operating a program of this kind or are working in a closely related area.

We would like to request any and all information (structural, curricular, funding resource, etc.), recommendations and/or suggestions you deem pertinent or helpful to us.

As we request such materials from so many organizations, our budget does not allow for these costs. However, we in turn will provide you with copies of our studies and reports.

Thank you for your understanding and cooperation concerning these matters.

With appreciation,

Clyde Mitchell

Clyde Mitchell
Program Coordinator

Brian Marshall
Research Assistant

Brian Marshall

CLM/dl

P.S. Please address all mailings to:

Mr. Clyde Mitchell
Center for Business Activity
College for Business and Industry
Southeastern Massachusetts University
North Dartmouth, MA 02747

cooperative
EXTENSION SERVICE

AGRICULTURE • 4-H
HOME ECONOMICS

Mississippi State University,
United States Department of Agriculture, Counties Cooperating

Fulton, MS. 38843
May 4, 1979

TO: ALL COORDINATING COUNCIL MEMBERS

SUBJECT: MAY MEETING
I.J.C. EXPERIENCE BASED CAREER EDUCATION

PLACE: BANK OF MISS. CONFERENCE ROOM, FULTON

DATE: MONDAY, MAY 7 - TIME: 1:15 P.M.

Dr. William Mattison, Director of the "Experience Based Career Education Program" is coming here to discuss the purpose, goals and benefits of this educational concept for you.

We urge you to plan to attend to learn about the good things I.J.C. is doing in and for the area's economy.

Thank you for bringing a co-worker or friend with you.

Sincerely,

Carroll Youngblood

Carroll Youngblood, Secretary
Agri. Coordinating Council

CY:es

cc: Dr. William Mattison

Newspaper article, 22 February, 1979, The Itawamba County Times

Thursday, February 22, 1979 THE ITAWAMBA COUNTY TIMES, FULTON, MISSISSIPPI

TEACHERS LEARN—Itawamba County Vocational Counselors learned about Experienced Based Career Education from the IJC team recently. Pictured (from left) are: Dock Wall, Counselor; Dr. Bill Madison, Director E.B.C.E.; Billy L. Loague, Counselor; Audrey McFarland, Elizabeth Newsom and Bettye Coggin, Learning Coordinators from IJC. [The Times Photo]

Northeast Mississippi, **Daily Journal,** Tupelo, Mississippi, Friday Morning, February 9, 1979

KNOW HOW

Vocational Education Serves The Nation

TUPELO MALL

Salutes

American Vocational Education Week

February 12-16, 1979

Exhibits by

ITAWAMBA JUNIOR COLLEGE

February 9-10, 1979

- Air Conditioning
- Auto Body and Fender
- Auto Mechanics
- Building Construction
- Civil Engineering
- Data Processing
- Drafting and Design
- Electrical Appliance
- Housebuilder
- Industrial Electricity
- Health Occupations
- Industrial Maintenance
- Related Instruction
- Learning Resource Center
- MAMC
- Adult Basic Education/GED
- Introduction to Printed Media Occupation
- Offset Printing
- Machine Shop
- Upholstery
- Welding
- Secretarial
- Agri-Business Technology
- Distribution and Marketing
- Electronics
- Law Enforcement
- Child Development
- Fashion Merchandising
- EBCE
- Program Services
- Forestry

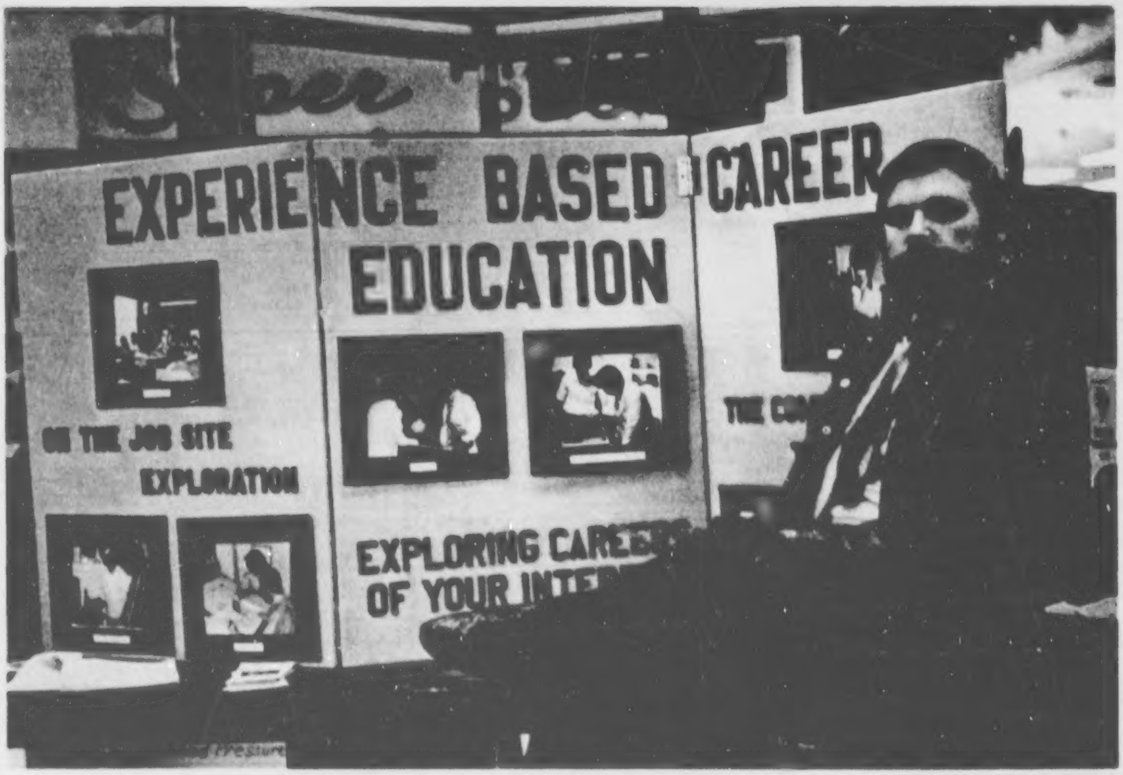
Counselors will be available at the Mall to answer questions and provide information regarding:

- Educational Programs
- Career Prospects
- Financial Aid
- Career Exploration
- Interest and Aptitude Testing
- Adult Basic Education and GED Testing
- Admissions

TUPELO MALL

A complete
world
of shopping
for North
Mississippi

Dr. William Mattison, Itawamba Junior College local Experience Based Career Education Director, at the American Vocational Education Week Displays in the Tupelo Mall in Tupelo, Mississippi.


EXPERIENCE BASED CAREER
EDUCATION
ON THE JOB SITE
EXPLORATION
EXPLORING CAREERS
OF YOUR INTE

ITAWAMBA JUNIOR COLLEGE & A. H. S.
PHONE 601-862-3101
Fulton, Mississippi 38843

February 14, 1979

Ms. Linda Partlow
EBCE Department
Itawamba Junior College
Tupelo, MS 38801

Dear Ms. Partlow:

The Itawamba Junior College Association of Office Personnel would like to take this opportunity to express our appreciation for your presentation on "Sex Equity." We feel this is an important topic for our members to be aware of in today's world of work.

The ideas which you discussed were informative and applicable to us.

Again we thank you for your effort and support of our organization.

Sincerely,

Dana Hartley

Dana Hartley
President
IJCAFOP

cc: Dr. William Mattison

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EXPERIENCE BASED CAREER EDUCATION ACTIVITIES TO BE CONTINUED AFTER SEPTEMBER 13, 1979 (RECOMMENDED)

I. Orientation Activities

A. Value Clarification Unit
B. Sex-Bias and Stereotyping Unit
C. Conflict Resolution Unit
D. Employability Skills Unit
E. Student Assessment Unit
F. Individual Counseling and Career Decision-Making Unit and Career Decision-Making Unit

*Source: Experience Based Career Education Orientation Activities Brochure

II. On-site Placement Unit

Over 350 Resource Persons and 150 Businesses and Organizations are now available for usage.

*Source: Listing of Resource Persons

III. Infusion of Experience Based Career Education Units into the following Itawamba Junior College area:

A. Coop III
B. Career Development Course
C. Industrial Psychology Course
D. Within Student Services with training program on-site visitation for non-school and adult potential post-secondary applicants
E. Career Counseling Activities to include on-site placement
F. Experience Based Career Education services for secondary students
G. Experience Based Career Education services for the Handicapped population
H. Experience Based Career Education services for Adult Basic Education enrollees
I. Experience Based Career Education services for the disadvantaged

IV. Establish a network of Experience Based Career Education satellite secondary campuses throughout the Itawamba Junior College district to provide Experience Based Career Education service to selected or interested seniors.

APPENDIX C

EBCE FOLLOW-UP SURVEY

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CONFIDENTIAL
EXPERIENCE BASED CAREER EDUCATION
FOLLOW UP SURVEY

NAME ______________________________
Last First

ADDRESS ______________________________
Number Street City State Zip

1. What are you dong at the present time?
(Please check appropriate items.)
_____ Working for pay at a full time or part time job
_____ Taking vocational or technical courses at a school or college (for example vocational, trade, business, or other career training school)
_____ Taking academic courses at a two or four year college
_____ On duty in the Armed Forces (or service academy)
_____ Temporary lay-off from work, looking for work, or waiting to report to work
_____ Other (Please describe) ______________________________

2. If you are currently employed please list your position and the name and address of your employer. ______________________________

3. If you are attending school or college please list your major. ______________________________
Name of school ______________________________

4. What kind of work will you be doing ten years from now? (Check one that comes closest to what you expect to be doing.)
_____ CLERICAL such as bank teller, bookkeeper, secretary, typist, receptionist, ticket agent
_____ CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
_____ FARMER, FARM MANAGER
_____ HOMEWORKER
_____ LABORER such as construction worker, car washer, sanitary worker, farm laborer
_____ MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
_____ MILITARY such as career officer or enlisted person
_____ OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver, gas station attendant
_____ PROFESSIONAL such as clergy, dentist, physician, accountant, lawyer, scientist, college teacher
_____ PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, firefighter
_____ PROPRIETOR OR OWNER such as small business, contractor, restaurant owner
_____ SALES such as sales clerk, fashion merchandiser, cashier
_____ SALES such as sales representative, insurance agent, car dealer
_____ SCHOOL TEACHER such as secondary or college
_____ SERVICES such as flight attendant, child care worker, telephone operator, beautician
_____ SERVICES such as janitor, barber
_____ TECHNICAL such as drafter, medical or dental technician, computer programmer, surveyor, electronics technician
_____ OTHER (Please specify if not listed above)

5. Please rate your Experience Based Career Education experience.
_____ Excellent
_____ Good
_____ Average
_____ Poor
_____ Unsatisfactory

6. Please rate the services provided by the Experience Based Career Program (A) Very Helpful, (B) Helpful, (C) Little or No Help, (D) Did Not Use Service, (E) Student felt no need for it.
_____ On site exploration (job placement)
_____ Job seeking skill training (application preparation, resume development and interviewing)
_____ Self awareness programs (values)
_____ Sex stereotyping programs
_____ Career Resource Center (library)
_____ Referral Service (occupational testing, placement, and financial aid)

7. Please indicate how helpful the Experience Based Career Education Project was to you in the following areas: A--Very Helpful, B--Helpful, C--Little or No Help
_____ Identifying your career interest
_____ Identifying your personal values
_____ Exploring career of interest to you
_____ Improving your classroom performance
_____ Improving job seeking skills
_____ Improving your work habits
_____ Increasing your awareness of non-traditional careers
_____ Improving your ability to get along better on the job

8. From what source did you learn about the local Experience Based Career Education program? (Please check all appropriate items.)
_____ Local media (Radio, television, newspapers)
_____ School counselor
_____ Other Experience Based Career Education students
_____ Presentation made by an Experience Based Career Education staff member
_____ Public Agency (Employment Service, Welfare Department, LIFT, Inc)
_____ Other (Please Specify)

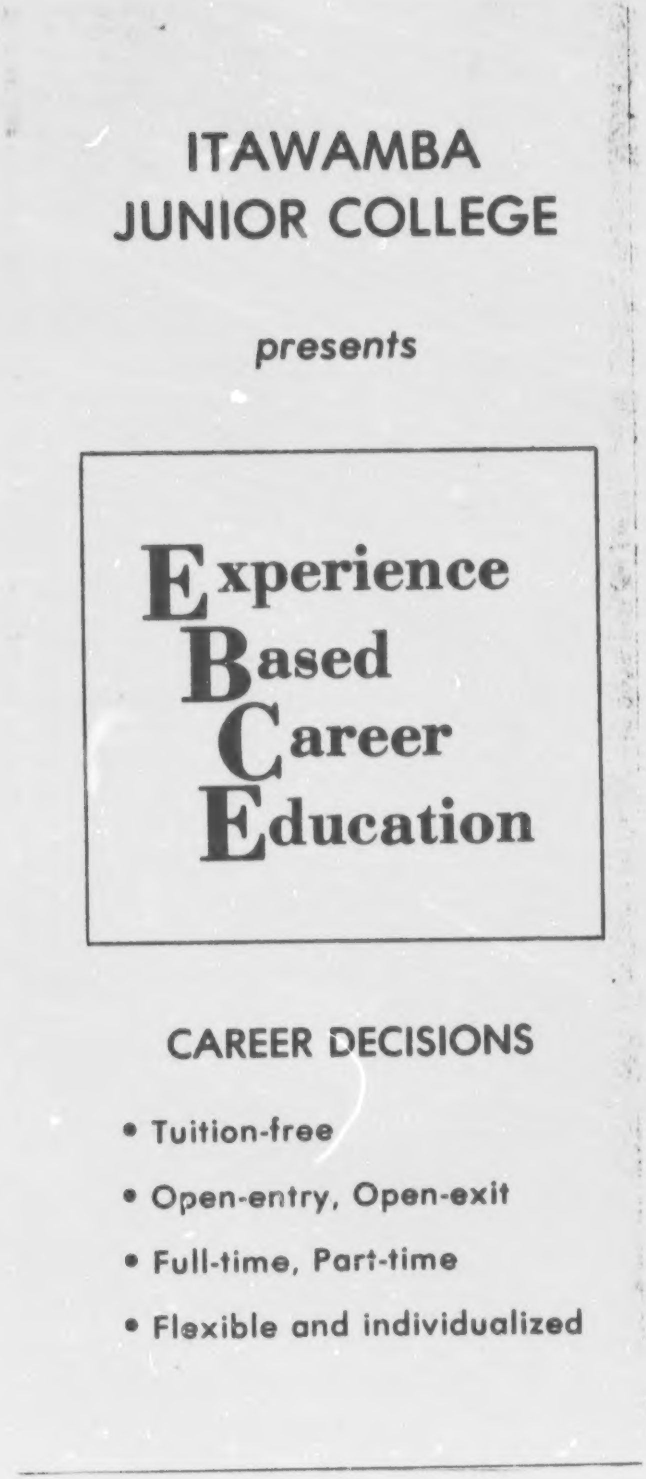
Please write in the space below one thing that if changed for the better, would improve our EBCE program. ______________________________

"Thank you for your cooperation."

For additional information, please call 1-842-7556.

APPENDIX D

EBCE BROCHURE



ITAWAMBA JUNIOR COLLEGE

presents

Experience
Based
Career
Education

CAREER DECISIONS

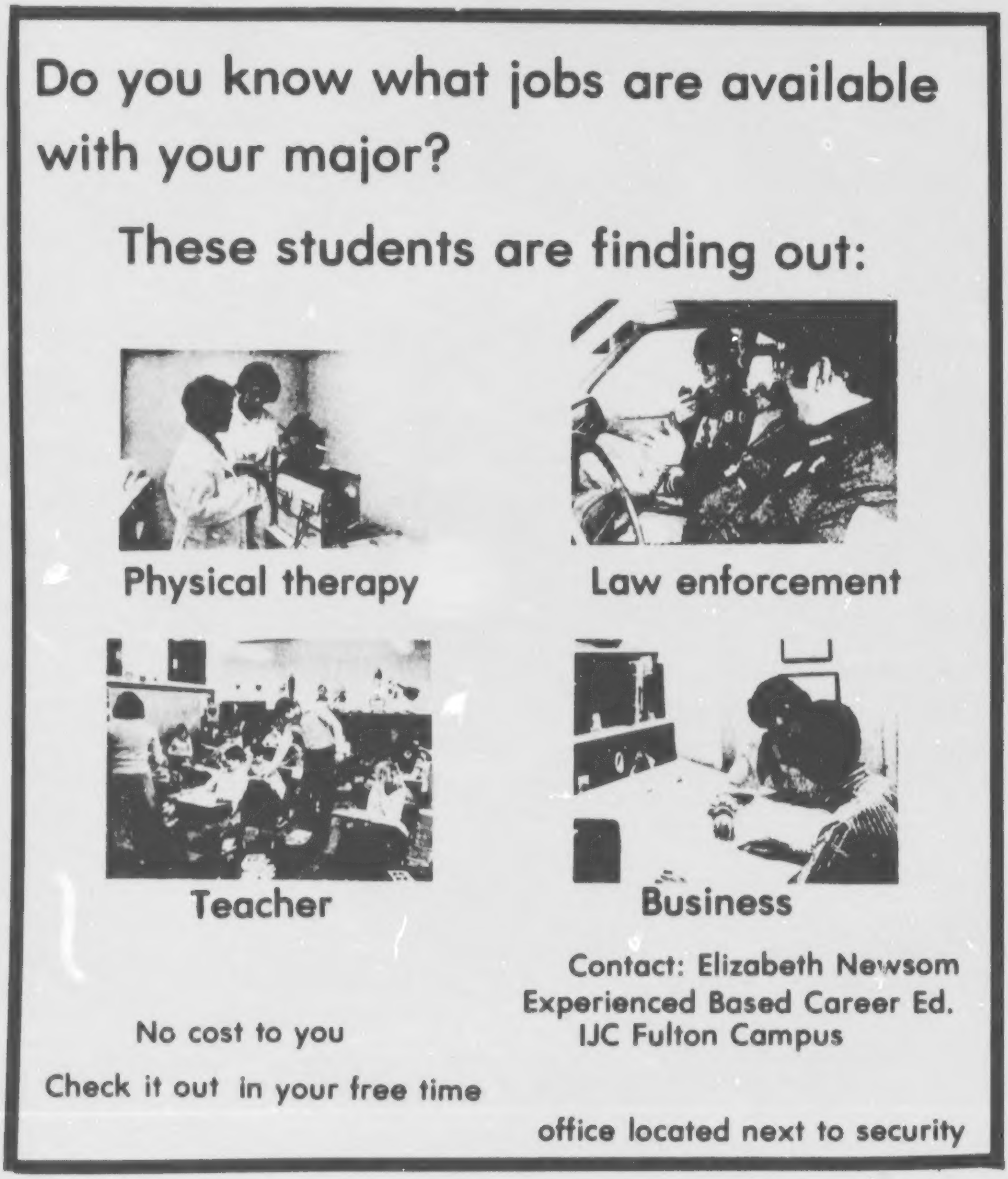
- Tuition-free
- Open-entry, Open-exit
- Full-time, Part-time
- Flexible and individualized

17[illegible]

APPENDIX E

CALL FOR EBCE PARTICIPATION

The IJC Chieftan, 8 February, 1979



Do you know what jobs are available with your major?

These students are finding out:

Physical therapy

Law enforcement

Teacher

Business

Contact: Elizabeth Newsom
Experienced Based Career Ed.
IJC Fulton Campus

No cost to you

Check it out in your free time

office located next to security

APPENDIX F

EXAMPLES OF PARTICIPATING EMPLOYERS AND RESOURCE PERSONS

ADDITIONAL SITES ADDED DURING SEPTEMBER, 15 - DECEMBER 15, 1978

- Mississippi Game and Fish Commissions - Itawamba County
  - Warden
  - Wildlife Management

- Pontotoc County Health Department
  - Nurse

- Dr. Earl Whitwell
  - Orthopedic Surgeon

- South Central Bell
  - Dispatch Clerk
  - Repair Clerk
  - Test Desk Person

- Creative Glass
  - Installer

- Conoco Chemicals
  - Drafter

- East Drugs
  - Pharmacist

- Continental Engineer
  - Drafter

- National Bank of Commerce
  - Banker

- Houston Animal Hospital
  - Veterinarian

- Gilmore Memorial Hospital
  - Medical Technologist

- Houston Hospital
  - Radiologist
  - Ward Clerk
  - Nurse

- Peoples Bank and Trust Company
  - Banker

- Baird Machine Shop
  - Welder

- Houston Times Posts
  - Newspaper Reporter

- Harry Robinson, C.P.A.
  - Accountant Clerk/Secretary

- Bonnie's Beauty Bar
  - Beautician

ADDITIONAL SITES RECRUITED DURING
DECEMBER 15, 1978 - JANUARY 31, 1979

- Pontotoc Police Department
    - Radio Dispatcher
- WSEL
    - Radio Work
- Rolling Hills Animal Clinic
    - Veterinarian
- Mareia's Fashions
    - Sales
- Montgomery Drugs
    - Pharmacist
- Sushine Rest Home
    - Nurse
- Roberts and Tutor
    - Legal Secretary
- North Mississippi Emergency Medical Services
    - Secretary
- Pontotoc Ridge Headstart
    - Teacher
- Pontotoc Community Hospital
    - Nurse
    - Social Work
    - Radiology
- J. O. Hooker and Sons
    - Cabinet Maker
- Davis Photography
    - Photography
- HI-LO
    - Cashier
- Pontotoc Progress
    - Newspaper Work

Executive Secretary

Hatley High School satellite campus
Experience Based Career Education seniors and Learning Coordinator, on site at Itawamba Junior College, Tupelo Campus, Secretarial Science Technology Division in Tupelo, Mississippi.

Lawyer
Jim Fagan Law Office - Amory, Mississippi

Legal Secretary
Roberts and Tutor Law Firm-Pontotoc, Ms.

Body and Fender Repair
Body and Fender Shop - Itawamba Junior College
Tupelo Campus

Bookkeeping
Pontotoc City Hall - Pontotoc, Mississippi

Social Worker

Sunshine Rest Home
Pontotoc, Mississippi

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APPENDIX G

ADVISORY COUNCIL MINUTES

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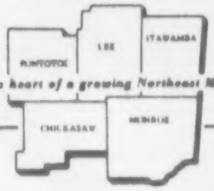
ITAWAMBA
JUNIOR
COLLEGE

VOCATIONAL - TECHNICAL EDUCATION CENTER
EXPERIENCE BASED CAREER EDUCATION
653 Eason Boulevard
Tupelo, Mississippi 38801



"Serving the heart of a growing Northeast Mississippi"

January 24, 1979

MEMO TO: Community Advisory Council Members

FROM: Linda Partlow, On-Site Analyst LP

SUBJECT: C.A.C. Quarterly Meeting

The quarterly meeting of the Experience Based Career Education Community Advisory Council will be held Tuesday, February 13, 1979, at 3:00 p.m. in the Health Occupations Building in the Conference Room on the Itawamba Junior College Campus in Tupelo, Mississippi. This meeting will be conducted in one hour. Please make your plans to attend.

Discussion at this meeting will include the Experience Based Career Education Quarterly Report, Student Enrollment, and Learning Coordinator's activities at local high schools.

If you are unable to attend, please call 842-5621, ext. 63 or 71. Experience Based Career Education needs your suggestions, advice, and support.

I look forward to seeing you on February 13, 1979.

MINUTES OF THE SECOND ANNUAL MEETING
OF THE
EXPERIENCE BASED CAREER EDUCATION
COMMUNITY ADVISORY COUNCIL

February 13, 1979

Present:

Van Craft
Ever Jean Burt
Elizabeth Holcomb
Paula Kelly
Jenny Cantrell
Pauline Hawkins
Don Fortune
Betty Wong

Absent:

Buster Davis
Sue Howell
Barry Wright
Betty Walls
Gene Roberts
Felix Black

Guests:

David Morse, Third Party
Evaluator, Mississippi State Univ.

Carol Johnson, Director
Council for Exceptional Children, Va.

Staff:

William Jaggers
William H. Mattison
Linda Partlow
Bettye Coggin
Elizabeth Newsom
Sandra D. Kelly

The ninth meeting of the Experience Based Career Education Community Advisory Council was held in the conference room of the Health Occupations Building on the Itawamba Junior College, Vocational-Technical Campus in Tupelo on Tuesday, February 13, 1979 at 3:00 p.m. There were nine members and three guests present; six members were absent.

After refreshments were served, Ms. Linda Partlow called the meeting to order and welcomed the members and guests.

Ms. Partlow introduced Third Party Evaluator of Mississippi State University, Dr. David Morse.

Dr. Morse reported that the evaluation of the Second Annual Report of Experience Based Career Education successful. Dr. Morse reported on many things which is in the Itawamba Junior College Experience Based Career Education project. He further explained, about the kind of work that the project involves, two-hundred and seventy (270) participants in the program with over one-thousand (1000) people being served in workshops. Dr. Morse noted that last April 3 and 4, 1978, HEW made some recommendations and further explained these, such as the doubling up on site visits, which was pointed out to be an important area, orientation list of activities in which students can engage, and follow-up reports. Dr. Morse was very pleased with the progress of the Itawamba Junior College Experience Based Career Education project. Both IJC Tupelo and Fulton campuses were encouraged to stress the use of career materials and documentation of the use of these materials was also stressed. Also, Dr. Morse discussed the CMI, CTBS English and Math Post-Test series of test required by HEW which EBCE Itawamba Junior College has administered to the EBCE students. Even though these test can be very beneficial in some ways, there is very little use for some parts of the tests, which he hopes can eventually be left out of the project. Distributing project information to drop-outs, misplaced housewives etc, was discussed. Several recommendations were mentioned by the Community Advisory Council members, including the suggestion of spot radio advertising, and continuing the displays at the Malls, as well as help in referrals from other departments on campus such as ABE, MAMC, etc.

Mr. Jaggers introduced Carol Johnson from the Council for Exceptional Children, Virginia, to the Community Advisory Council Committee.

Linda then ask Bettye Coggin and Elizabeth Newsom, EBCE Learning Coordinators of Itawamba Junior College to discuss some of their experiences working with students in the EBCE program.

Bettye Coggin told of some of the rewarding things that had occurred since she started with the project in fiscal year 1977 and how her role as Learning Coordinator had changed from year to year. For example: Learning Coordinators were allowed to do more in fiscal year 1978 than in the previous year. Bettye explained how many of her EBCE enrollees had benefited from the EBCE project in choosing a chosen career with less confusion, more stability, and self-confidence. Bettye mentioned the fact of working with drop-outs, and one drop-out which became a EBCE enrollee had found a place on a job site in welding when it had seemed that everywhere he had gone there had been closed doors to him because of a reading problem. Bettye shared with the committee the rewards of being a Learning Coordinator for Experience Based Career Education.

Elizabeth Newsom told how she had benefited in the knowledge of an on-site tour to the Memphis Zoo with a student whose major was animal science. She and the student discovered together that there is a lot more to a zoo than just keeping the cages clean and taking care of the animals. Each employee of the zoo is a specialist in their own way and many hold educational degrees in animal science and zoology. Also, there is a behind the scene library and educational department available.

Both Elizabeth and Bettye showed true interest in the EBCE project and much work and effort toward all phases of helping their EBCE enrollees had occurred.

Linda than introduced Dr. William H. Mattison, Director of Experience Based Career Education at Itawamba Junior College. Dr. Mattison discussed EBCE enrollment up to the present time period. Copies of enrollment charts and maps on enrollment were distributed to each Advisory Committee member and guest. Dr. Mattison then proceeded to explain each of the charts and maps and also discussed the history of this third fiscal year. Our enrollment goal for this year was three-hundred (300), and we have enrolled two-hundred and eighty-three (283). One-hundred and eighty-six (186) seniors are located in six secondary campuses. Recommendations were made for the next quarter.

Ms. Partlow stated that we have been actively recruiting sites in Pontotoc County and have had good results there with Audrey McFarland being the Learning Coordinator for that area.

Mrs. Hawkins from Lift, Inc. represented Cornelius Adams who could not be present for the meeting.

The floor was open for questions and comments.

The meeting was adjourned at 4:00 p.m.

Respectfully submitted,

Linda Partlow

Linda Partlow,
On-Site Analyst - EBCE

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COMMUNITY ADVISORY COUNCIL
EXPERIENCE BASED CAREER EDUCATION
MAY 17, 1979

AGENDA

I. Welcome

II. Progress Report

- A. Student Enrollment
- B. Follow-Up Evaluation
- C. Staff Development
- D. SYOOP
- E. Funding

III. Questions and Comments

IV. Adjournment

APPENDIX H

ENROLLMENT STATISTICAL DATA

ITAWAMBA JUNIOR COLLEGE EXPERIENCE BASED CAREER EDUCATION
FISCAL YEAR 1979 ENROLLMENT CHART
SEPTEMBER 14, 1978 TO SEPTEMBER 13, 1979

Fiscal Year 79 Enrollment

CHART (A) SECONDARY SENIORS

Hatley	Hamilton	Houlka	Pontotoc Ridge	Shannon	Mantachie	Total Number	Total Percent
(Sept.) 56	(Sept.) 36	(Sept.) 21	(Jan.) 30	(Jan.) 22	(Jan.) 21	Second. Seniors 186	66.8%

POST-SECONDARY CAMPUSES - SEPTEMBER 14, 1978 TO SEPTEMBER 13, 1979

*Includes Post-Secondary, Coop, Special Education, Adult and Non-School

IJC TUPELO		IJC-FULTON		TOTAL	PERCENT - ENROLLMENT
Number	Percent P-S	Number	Percent P-S Campus Enroll.	Number	Percent of Total Fiscal Year 1979
64	68.4%	28	31.6%	92	33.1%

TOTAL FISCAL YEAR 79 ENROLLMENT SEPTEMBER 14, 1978 TO SEPTEMBER 13, 1979

SECONDARY SENIORS		POST-SECONDARY		NON-SCHOOL		GRAND TOTAL	
Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent Total
186	66.8%	60	21.8%	32	11.4%	278	100%

CHART (C)

POST-SECONDARY - COOPERATIVE, SPECIAL EDUCATION
EXPERIENCE BASED CAREER EDUCATION
RACE, SEX, AND AGE
SEPTEMBER 14, 1978 TO SEPTEMBER 13, 1979

L/C	RACE		SEX		AGES			
	Black	White	Male	Female	16	17	18-20	21 and over
Newsom	4	24	14	14	0	0	28	0
Coggin	3	8	7	4	2	5	2	2
McFarland	21	4	11	14	2	3	4	15
Total	28	36	32	32	4	8	34	17

CHART (D)

AUXILLIARY RECIPIENTS OF EBCE WORKSHOPS
NON-EBCE
EXPERIENCE BASED CAREER EDUCATION
RACE, SEX-BIAS, STEREOTYPING, AND RELATED TOPICS
SEPTEMBER 14, 1978 TO SEPTEMBER 13, 1979

RACE		SEX		TYPE OF SERVICE			
Black	White	Male	Female	Sex-Bias	Stereotyping	Other	Total
175	525	300	400	132	220	148	700

CHART (B)

IJC-EBCE
SECONDARY SENIORS
FISCAL YEAR 1979 EBCE ENROLLMENT
SEPTEMBER 14, 1978 TO SEPTEMBER 13, 1979

	RACE		SEX		AGES				
L/C	Black	White	Male	Female	16	17	18-20	21 and over	Total
Coggin	21	57	25	55	0+0	52	26	0+0	78
Newsom	11	46	26	31	0+0	25	32	0+0	57
McFarland	6	45	20	31	0+0	19	32	0+0	51
Total	38	148	71	117	0	106	90	0	186

ITAWAMBA JUNIOR COLLEGE - EXPERIENCE BASED CAREER EDUCATION

CHART (E)

SECONDARY
SITE PLACEMENTS/OR COMPLETIONS
SEPTEMBER 14, 1978 TO SEPTEMBER 13, 1979

SECONDARY SITE PLACEMENTS FISCAL 1979

L/C	ON-SITE ONE-TIME	TWO OR MORE SITES	ORIENTATION ONLY	TOTAL SECONDARY ENROLLEES
Coggin	12	54	10	76
McFarland	10	36	7	53
Newsom	10	39	8	57
TOTAL	32	129	25	186 Secondary Enrolled

ITAWAMBA JUNIOR COLLEGE - EXPERIENCE BASED CAREER EDUCATION

CHART (F)

POST-SECONDARY AND NON-SCHOOL
SITE PLACEMENTS/OR COMPLETIONS
FISCAL YEAR 1979
SEPTEMBER 14, 1978 TO SEPTEMBER 13, 1979

Learning Coordinator	Number of Students	Grand Total
Coggin	11	11
McFarland	27	27
Newsom	28	28
TOTALS	66	66

APPENDIX I

STAFF DEVELOPMENT

Northeast Mississippi, **Daily Journal**, Tupelo, Mississippi, Friday Morning, February 2, 197

IJC Planning TV Seminar Wednesday

Itawamba Junior College-Tupelo will hold a television seminar via a NASA satellite (ATS-6) on "Consortial Approach to Educational Problems" 10:30 a.m. to 1 p.m. Wednesday at the IJC-Tupelo Learning Resource Center.

Chief school and college administrators and others from this region may participate in the seminar broadcast live from the University of Kentucky at Lexington.

Participants at local sites will have the opportunity to discuss cooperative approaches to educational problems with the seminar leader and other experts at the studio in Lexington.

The seminar is designed especially for chief school and college administrators who have responsibilities for developing educational policies. Administrators and managers and others who are interested in cooperative arrangements or intergovernmental arrangements are invited to participate.

George E. Allen, executive director of the Regional Education Service Agency of Appalachian Maryland, will talk about how educational cooperatives are an important tool for meeting many of the problems facing public schools, colleges and universities.

He will discuss these matters with Lewis Patterson, executive director of the Council for Institutional Leadership, and Walter Turner, associate director for Regional and Rural Education of American Association of School Administrators.

The seminar has been made possible by grants from the Appalachian Regional Commission and the National Institute of Education with additional support from institutions participating in the Appalachian Education Satellite Program.

There will be a registration fee of $3. For more information or to pre-register, call IJC, 842-5621, extension 78. Chickasaw, Itawamba, Monroe, and Pontotoc county residents may call toll-free, 1-842-7556.ac

THIRTEENTH ANNUAL MEETING

Association of Mississippi Junior College Counselors

COUNSELOR CONCERNS

THURSDAY and FRIDAY
FEBRUARY 15 and 16, 1979
JONES COUNTY JUNIOR COLLEGE
ELLISVILLE, MISSISSIPPI

Appalachian Education Satellite Program

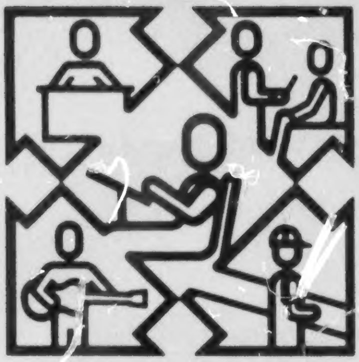
Appalachian Education Satellite Program

The Appalachian Education Satellite Program (AESP) is a regional telecommunications network which provides a wide range of public service opportunities to residents of Appalachia. Funded through the National Institute of Education, the program is managed by the Appalachian Regional Commission and receives broadcast time and technical support from NASA.

AESP began in 1972 as an experimental program designed to test the effectiveness of satellite systems in delivering training programs in reading and career education to Appalachian educators. Since that time AESP has expanded both the size of its coverage area and the scope of its programming. Currently the network serves 45 communities throughout the 13-state region and opportunities for advanced training are being extended to professionals in business and industry, medical and health services, human resources and government as well as education. The 45 receiving sites associated with the program are managed by local personnel from such agencies as educational cooperatives, community colleges and state universities, thus providing a vital link with the community for the selection and development of programs

Program offerings each semester include courses, workshops and seminars on a variety of topics. Credit is available from among 15 institutions throughout the Region and credit options may include undergraduate and graduate credit and/or continuing education units (CEUs).

Courses consist of videotaped programs and live interactive seminars, supported by a comprehensive set of instructional materials and activities. The center for program development, production and evaluation is a Resource Coordinating Center housed at the University of Kentucky; course development also occurs at selected Resource Centers associated with AESP. Other video courses are acquired through outside distributors and adapted for use by AESP.



THE THIRD ANNUAL EBCE NATIONAL NETWORK CONFERENCE

February 19-21, 1979
San Antonio Convention Center
San Antonio, Texas

PROGRAM

The 1979 EBCE National Network Conference format is designed to maximize opportunities for small group discussions on topic areas of concern to both experienced EBCEers and newcomers to EBCE. The range of topics are:

- Dissemination of EBCE
- Interagency cooperation
- Business/Labor involvement
- EBCE and CETA
  and others

A special three hour meeting will be devoted to the discussion of problems and issues related to Roles in EBCE programs -- project directors, community resource persons, school board members, learning coordinators, principals and school superintendents, etc.

Workshops and "help" sessions will be a chance to get answers not solved the first two days. Sessions will deal with exploration site analysis, site recruitment, evaluation, etc. EBCEers and newcomers will have the opportunity to discuss problems and implementation concerns with their colleagues.

Representatives from government agencies, whose funds have been used to implement EBCE programs, will discuss present activities and possible future activities for EBCE and similar education and work programs.

ACCOMODATIONS

Accomodations have been arranged for EBCE conference participants at three major hotels, all a short walk from the San Antonio Convention Center. Due to limited space at each, the San Antonio Convention and Visitors Bureau has consented to "broker" housing requests. After perusing the enclosed hotel sheet, please complete the room reservation sheet. All placement will be finalized by the Bureau and mailed to you. Please note note housing cut off date and mail as soon as possible. Return enclosed room reservation sheet to: Housing Department, San Antonio Convention and Visitors Bureau, P. O. Box 2277, San Antonio, Texas 78298.

REGISTRATION

Complete enclosed registration card and send with check or money order to Barbara Bednarz Hampson, Third Annual National EBCE Network Conference, 1763 R Street N. W., Washington, D. C. 20009. Make checks payable to EBCE Conference.

Sponsored by:

Home Community and Work Group
National Institute of Education
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Division of Research & Demonstration
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and
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Directed by:

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Experience Based Career
Education Project

The Third Annual EBCE National Network Conference

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